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BOSTON UNIVERSITY
GRADUATE SCHOOL

Thesis

THE COURSE IN ENGLISH IN A SIX YEAR COLLEGE PREPARATORY SCHOOL

Submitted by

Frances Burnce

(Boston University, A.B. 1905)

In partial fulfillment of requirements for the degree
of Master of Arts

1923

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English literature - Study and Teaching
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Outline

of

The Course of Study in a Six Year College Preparatory School
Based on the Adolescent Characteristics of the
Pupils

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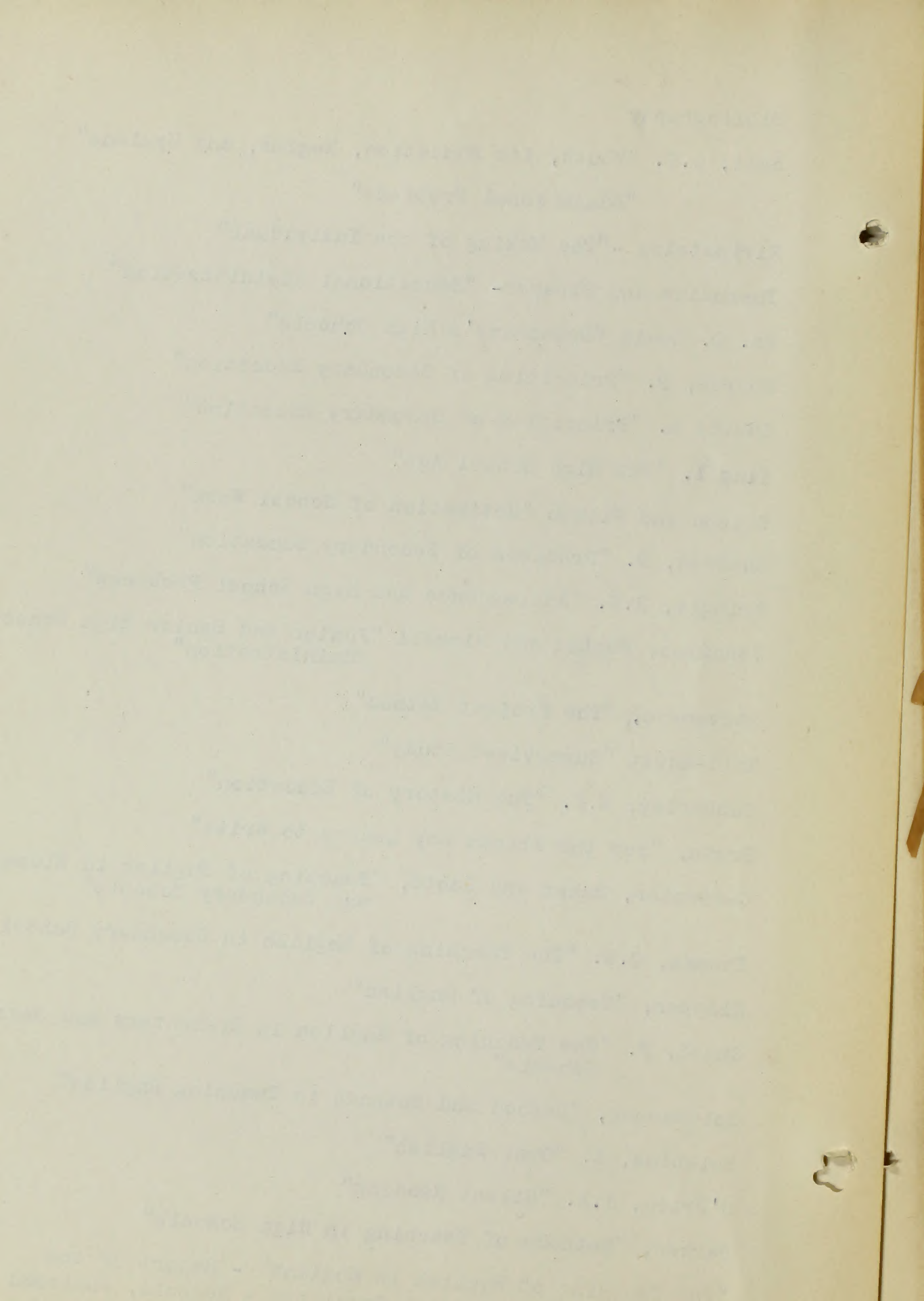
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Curricula

Chelsea, Missouri Schools, Cleveland Junior Schools, Reading,
Pa., Ohio, Virginia, W. Virginia, Louisiana

1. The first part of the book is devoted to a general survey of the history of the English language from its earliest beginnings to the present day.

2. The second part of the book is devoted to a detailed study of the English language in its various dialects and in its various stages of development.

3. The third part of the book is devoted to a study of the English language in its various literary forms and in its various literary periods.

4. The fourth part of the book is devoted to a study of the English language in its various scientific and technical forms and in its various scientific and technical periods.

5. The fifth part of the book is devoted to a study of the English language in its various social and political forms and in its various social and political periods.

6. The sixth part of the book is devoted to a study of the English language in its various economic and commercial forms and in its various economic and commercial periods.

7. The seventh part of the book is devoted to a study of the English language in its various legal and judicial forms and in its various legal and judicial periods.

8. The eighth part of the book is devoted to a study of the English language in its various religious and theological forms and in its various religious and theological periods.

9. The ninth part of the book is devoted to a study of the English language in its various philosophical and metaphysical forms and in its various philosophical and metaphysical periods.

10. The tenth part of the book is devoted to a study of the English language in its various historical and antiquarian forms and in its various historical and antiquarian periods.

11. The eleventh part of the book is devoted to a study of the English language in its various geographical and topographical forms and in its various geographical and topographical periods.

12. The twelfth part of the book is devoted to a study of the English language in its various astronomical and cosmological forms and in its various astronomical and cosmological periods.

13. The thirteenth part of the book is devoted to a study of the English language in its various meteorological and climatological forms and in its various meteorological and climatological periods.

14. The fourteenth part of the book is devoted to a study of the English language in its various zoological and botanical forms and in its various zoological and botanical periods.

15. The fifteenth part of the book is devoted to a study of the English language in its various mineralogical and geological forms and in its various mineralogical and geological periods.

16. The sixteenth part of the book is devoted to a study of the English language in its various astronomical and cosmological forms and in its various astronomical and cosmological periods.

17. The seventeenth part of the book is devoted to a study of the English language in its various meteorological and climatological forms and in its various meteorological and climatological periods.

18. The eighteenth part of the book is devoted to a study of the English language in its various zoological and botanical forms and in its various zoological and botanical periods.

A Course in English in a Six Year College Preparatory School

A. Statement of the Problem

The consideration of a course of study in English in a six year college preparatory school must be based primarily on the understanding that the community has the desire and the means for segregating one or more of its plants, for the especial purpose of preparing a student for college. In Boston, secondary education began with the theory and practice that a community's chief duty in preserving its heritage of learning was through the establishment of such a school or schools. If in the following discussion the Girls' Latin School is considered almost exclusively, it is simply because the writer has been connected with the school for more than seven years, and because the school serves as a type of the form of schools under consideration.

The foreword in the Course of Study of the Boston Public Schools shows clearly that the two schools, for preparation for college, in this community, at any rate, are parallel. "Each one of these schools", we read, "is exclusively a college preparatory school and offers the standard classical course approved by the leading colleges and universities." In this connection the method of admission in vogue is of interest. "Application for admission must be accompanied by a written assurance from the parents or guardians that it is their purpose to send the applicant to college." Admission is from all parts of the city in so far as the seating capacity of the school permits.

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These schools are therefore, in a sense, vocational schools. They are set aside for the direct purpose of preparing more or less selective groups for their immediate vocation-attendance at a college.

Many of the considerations that govern a general course of study in English, because of the above, cannot be of material aid in an analysis of the course functioning for such schools. Nevertheless, the most important factor that must be taken into consideration in any discussion of any aspect of a school - namely its student body, has characteristics that are common to any group of the same relative ages in schools set apart for other specific or general aims. In other words, the adolescent characteristics of the girls, let us say, are not appreciably different because these girls have chosen four or more years of preparation or "finishing" in a higher institution of learning. There is, hence, at this point, a need for an examination into the characteristics that are common, regardless of the purpose of the school. But aside from the need of an appreciation of this basis for the problem under consideration, it becomes necessary to look into the factors or factor which motivates the work of this sort of school. The outstanding influence of the course under discussion, it is seen at once, is the control through the course, of the Examinations of the College Entrance Board. An attempt will here be made to show the advantages to pupil and teacher derived from the extra-neous and impartial demands of a body that does not directly function in the school. The disadvantages of such a hold, are

however, equally important. The effect on adolescence of this overlordship, is an element in this discussion when the ultimate goal of the school is remembered. Can we, in other words, afford to look upon entrance into certain colleges, worthy as the ambition may be, as a sufficient return for the effort that is made by the community and its school? At bottom, it is true, the aim of both is one—an appreciation of, and experience in, the Life and the Responsibilities of that for which the Republic is straining its energies—worthy membership within the government organized for the people and only to be preserved by the devotion and intelligent cooperation of its people. In practice, however, how can we reconcile the *two*? This, together with the contribution that is being made, and can be made, by the most vital element in the curriculum—the course in English, is, in a word, the problem of the following discussion.

The method of procedure will be to look into the rise and development of the Girls' Latin School—the type of school considered here; secondly, its students, with reference to their chronological ages, general intelligence, adolescent characteristics, and social status. An attempt will be made to show the close correlation of both method and subject-matter to the examination requirements of the College Board; the advantages and disadvantages of the system; something of the teachers' and the pupils' estimate of the situation; tendencies elsewhere and possible modifications that may be considered in the light of the foregoing evaluation.

B. History of the Girls' Latin School

The beginnings of secondary education in the United States were at once a direct inheritance of the English system of education for the preparation for college as well as a significant modification thereof. While the serious Puritan soul determined to lose nothing worth while that had been ingrained by English traditions, neither was he willing to lose the vision that had at once led him to sacrifice and to build. On this new soil he was determined that education should be the concern of that state of free-born Englishmen for which he had given up the comforts of life for an existence in ^{the} bleakness of "these wild New England shores". The town, then, rather than church or private agency, undertook to administer a system of education "in which the rudiments of the Latin and Greek languages shall be taught, and scholars fully qualified for the Universities." The Boston Public Latin School was thus founded. This was in 1635. By 1683 it was decreed that two such schools in communities of over five hundred families should be maintained. It must be said that in spite of several laws in the New England colonies passed for the encouragement of the establishment of these forms of schools, the several communities made various and successful attempts to evade the literal meaning of the law. Although Harvard College was one of the proud boasts of the colonies, Massachusetts adhered to a program of support to classical education and Harvard requirements as did none of the other colonies. Looking back to the Harvard entrance requirements promulgated in 1642, one is less

surprised at the attempts of the communities to substitute educational systems, than at the numbers who made the heroic fulfillments. "When any scholar is able to read Tully (Cicero) or such like classical authors ex tempore and make and speak true Latin in verse and prose --- and decline perfectly the paradigms of nouns and verbs in the Greek tongue, then may he be admitted to the college, nor shall any claim admission before such qualifications." And these requirements stood practically untouched till the first quarter of the nineteenth century, when the curriculum was broadened to include arithmetic, geometry, trigonometry, and geography. It was five years after the new type of secondary school, the English High School, had been established that we see an attempt at a fair recognition of the vernacular as a requirement for college. By that time the freshman class at Harvard numbered seventy-one, although the law required the maintenance of over one hundred and seventy schools of the Latin Grammar type. It was fostered by authority; respected and supported as a duty, but early supplanted by schools that met more nearly the needs of the communities as a whole.

The academies served at once as a transitional step between public secondary education and education for girls beyond the common or writing school stage. But what with the embroidery and wax-work courses, they failed ^{to} serve the real needs of the sisters of the day. The Girls' High School was established in 1826 to meet the popular demand for adequate secondary public school education for the girls.

Several colleges had already opened more or less carefully a door to girls before the public made an attempt to provide the means for preparing the girls for college as it had so early provided for the boys. Boston University, for instance, had already welcomed the "co-ed" and Wellesley had been established, when in January 1877 there met a group of women to discuss the subject of the preliminary training of girls for college. The founder of Wellesley College, Mr. Henry F. Durant, as well as Miss Elizabeth Peabody, the promoter of the kindergarten system in this country, urged ^{the} newly organized "Massachusetts Society for the University Education for Women" to rouse Boston to the legal and moral rights of the girls to receive their just proportion of the advantages from the public schools."

The organization, through its representatives, concentrated its efforts on procuring the girls' admittance to the existing Boys' Latin School. They based their claim on the statutes of the Commonwealth which had provided instruction in Latin and Greek in the following: "to instruct all children" "to instruct youth" so far that they may be fitted for the University, a school shall be sustained for the benefit of all the inhabitants for which the teacher shall be hired to give instruction in Latin and Greek. This committee of representatives pointed out that the only legal limit from 1647 to 1877 to the benefits of instruction in the classics was the matter of population.

While the circulation of petitions for the admittance of girls was receiving the widest publicity from the press as well as groups and individuals, two of the parents within the organization went to the Boys' Latin School and asked for the admission of their daughters. The principal said he was willing to teach the girls, but finally submitted the request to the committee on high-schools. There was some desire to allow the girls "to slip in", but the committee on high-schools felt it best to get public instruction. Five public hearings were held with the result "That the committee on High Schools be authorized to organize a Latin School for girls under the direction of a principal with the rank of Master, and with such assistance as the exigencies of the school may require; the school to be located in whatever building the committee may direct."

The Girls' Latin School was thus founded and opened with a class of thirty-seven under the headship of Dr. John Tetlow, in the Girls' High School building. In 1880 the first class graduated six members. The school grew steadily in numbers and in the concern of the community. Additional space was acquired when the High School quarters became too cramped. Finally, in 1907 Dr. Tetlow's dream for adequate housing was realized. The school became one of a million dollar group in the Fenway. Today every available recitation room is in use; the assembly hall is turned over for a good part of the time to study uses. The school cannot retrench; it must expand,

if it is to serve the complex needs of democracy. The thirty-seven have grown in the forty-five years to the round number of one thousand.

The school is organized on the six year plan. Children with satisfactory records are admitted on report card; others, as was stated in the earlier part of this paper, on examination. This applies only to the girls coming from the sixth grade. The diploma of the eight year elementary school admits the girls to the four year course. So much for the history and purpose of service of this typical college preparatory school. One of the original class writes, "To us was given the thrill of the pioneer. You cannot feel it now. Women will rarely, if ever, feel it again".

The thrill of the pioneer may, indeed, be denied to teacher and pupil. But that the school has problems, no loyal member of the graduate body will deny. If one may see any of these problems solved there may yet come a thrill - and one worthy of the aims as well as the traditions of the school and its faithful and enthusiastic pioneers.

Characteristics of its Student Body

I. Chronological ages

The accompanying table shows the range of the years of the girl the school contains. The summary of each class is pertinent for later discussion.

~~~~~ AGES ~~~~~

<u>CLASSES</u>	10	11	12	13	14	15	16	17	18	19	20	21	OVER	<u>TOTALS</u>
CLASS VI	15	44	33	16	2	2								112
CLASS V	2	4	25	31	6									68
IV A			4	25	30	8	1							68
III A				2	27	25	7	1	1					61
II A				2	4	27	17	6	1					57
IV B		3	15	83	54	23								178
III B				18	40	32	12	2						104
II B					5	28	19	8	2					62
I FROM B to A					1	10	52	32	10	4		1		110

CONSTITUTIONAL HISTORY OF THE UNITED STATES

BY J. M. SMITH

The accompanying table shows the number of votes of each party at the several elections. The number of votes is given in a column on the right of the table.

ELECTION		VOTES	
1789	1	1	1
1792	2	2	2
1796	3	3	3
1800	4	4	4
1804	5	5	5
1808	6	6	6
1812	7	7	7
1816	8	8	8
1820	9	9	9
1824	10	10	10
1828	11	11	11
1832	12	12	12
1836	13	13	13
1840	14	14	14
1844	15	15	15
1848	16	16	16
1852	17	17	17
1856	18	18	18
1860	19	19	19
1864	20	20	20
1868	21	21	21
1872	22	22	22
1876	23	23	23
1880	24	24	24
1884	25	25	25
1888	26	26	26
1892	27	27	27
1896	28	28	28
1900	29	29	29
1904	30	30	30
1908	31	31	31
1912	32	32	32
1916	33	33	33
1920	34	34	34
1924	35	35	35
1928	36	36	36
1932	37	37	37
1936	38	38	38
1940	39	39	39
1944	40	40	40
1948	41	41	41
1952	42	42	42
1956	43	43	43
1960	44	44	44
1964	45	45	45
1968	46	46	46
1972	47	47	47
1976	48	48	48
1980	49	49	49
1984	50	50	50
1988	51	51	51
1992	52	52	52
1996	53	53	53
2000	54	54	54
2004	55	55	55
2008	56	56	56
2012	57	57	57
2016	58	58	58
2020	59	59	59

II. Intelligence

The entrance classes and several sections of the Third Class were given the Terman Group Intelligence Tests. The intelligence ratio in these tests considers the age and the personal score made by the pupil. The mental ability is rated here in accordance with the following divisions:

Inferior -----below 75 I.R.

Below Average ----- 75-90 I.R.

Average -----90-110 I.R.

Above Average -----110 -125 I.R.

Superior -----above 125 I.R.

These divisions are affected by border-line cases. A pupil with 92 or 93, the director of the testing maintains, "may really belong in the 'Below Average' group, and a pupil with 86 may belong in the 'Average' group." "These border-line cases should be interpreted with the teacher's estimate," were the further directions to the teachers. In line with this finding, one of our girls is in this country about three years - if as long as that. Her rating must have been affected and assuredly needs interpretation of the teacher. With each of these she is doing considerably better than "good work".

Of the 431 girls tested, the following was the result in terms of per cent. The ages ranged from II-3 to 17-6.

Inferior ----- .2

Below Average -----4.6

Average -----49.7

10.(a)

Above Average ----- 35.3

Superior ----- 10.2

These findings prove that our school, in comparison with the city's other secondary schools, omitting in this generalization, the Boys' Latin School, is a superior group mentally. Our range was from an I.R. of 70 made by one girl to 145 made by two girls, one aged 11-6, the other 13-8.

*
Intelligence Ratio

III. Social Status

Our school represents democracy better perhaps than any other high school of the city. For we draw from every part of the city - from East Boston to Hyde Park, as well as from outlying districts. Equally broad and extensive is the range of work represented by the parents of the children. There is scarcely a profession that is not represented. As for labor and industry, a daughter from each branch may be found in this college preparatory school. The judge, the lawyer, the entire teaching profession, the journalist, the doctor, the professor - each has sent one, sometimes two children, to the school. There is the daughter of the retired merchant, and of the big department store owner, the daughter of the clerk, sales-manager, advertiser, insurance man; of the real estate man, the hotel man, the engineer, carpenter, plumber, grocer, milkman, and welfare worker. The horseshoer and the blacksmith, each has a daughter preparing for college. Of political representatives, we have the little girl of a former governor, the daughters of the mayor and apparently of every branch of employment in city and state. Once when the writer asked for examples of formal invitations in the letter-writing work, a little girl brought her a finely engraved invitation from President Woodrow Wilson. A dinner or reception had been given in honor of the small girl's uncle.

It is this intermingling of the daughter of the barber and of the highest official of city and state that helps to bring a knowledge of democracy, which it is hoped, will remain

with its future citizens. Often this example of what goes on in Democracy's high school is well brought out in the popular elections for the highest class honors.

The social data are here given in two charts.
The table gives the ten divisions in their numerical and per cent values:

Business	210	29
Professions	119	26
Trades	115	16
Employees	70	9
Uncertain	50	7
Semi-professional	40	6
Unclassified	25	4
Political Office	9	1
U.S.Army Service	9	1
Retired	<u>7</u>	1
	725	

Where there are two - sometimes three - sisters in the school, but one occupation was counted.

The "Uncertain" refers to the number who are insufficiently listed. The card often reads "with the United Shoe Machinery Company" or the Packard Automobile Company."

Semi-professional. This includes the opticians, chiropodists, etc.

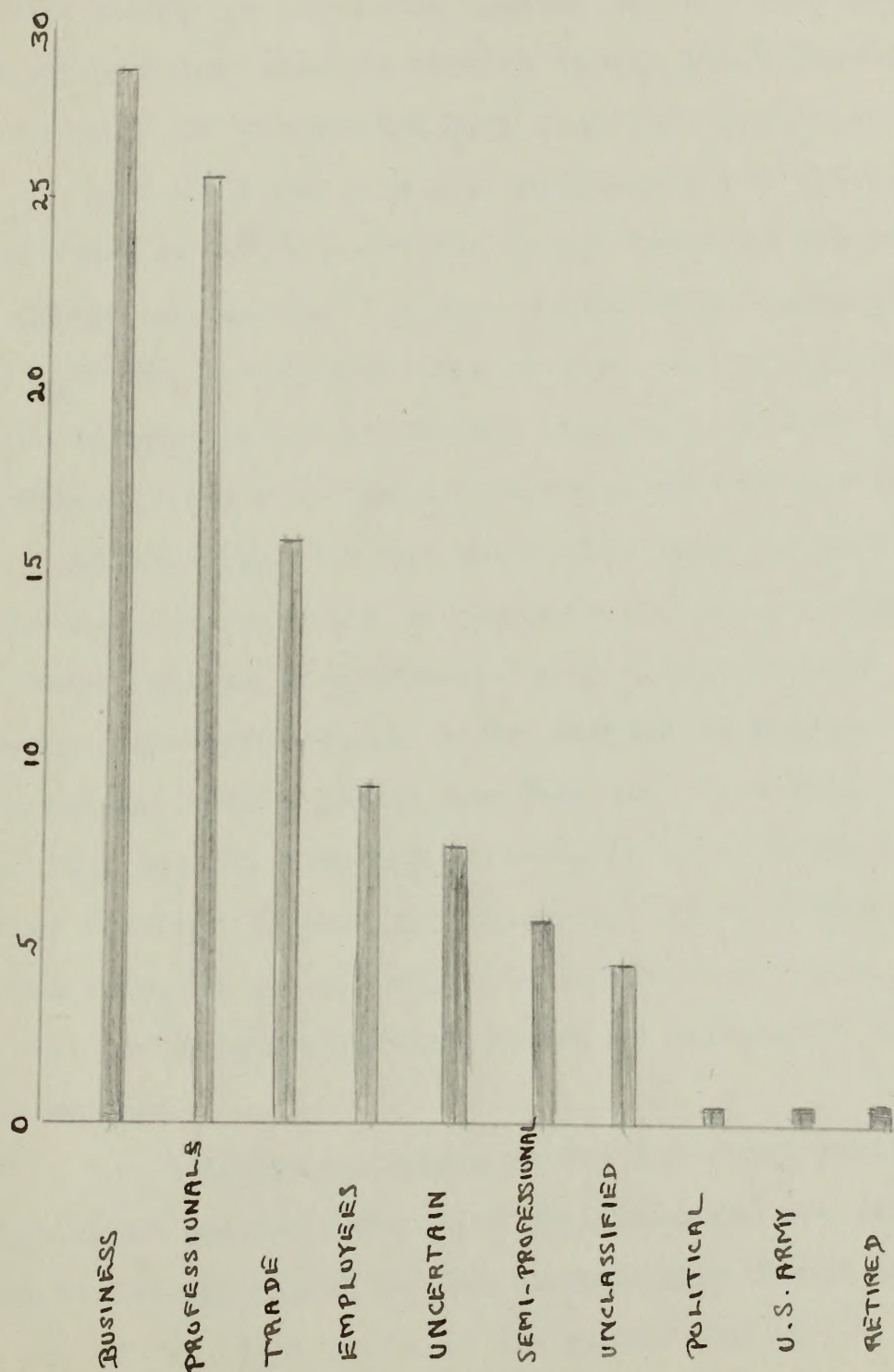
Unclassified deals with the interpreters, two sea-captains, etc.

In the Political Office column there are, aside from the Mayor, an Election Commissioner, a School House Commissioner, etc.

"Liquor Business" is scratched on many cards. In some the space is not yet filled.

11(c)

Occupations



IV. The student body - its adolescent characteristics

A consideration of the adolescent characteristics of the girls is at once a privilege and a duty upon the teacher. "One cannot any longer retain self-respect nor social, if he accepts his teaching work as merely the imparting of information." He is more and more insistently challenged to make men and women, and to study continually the intricate complexities of those processes he by virtue of his position, must direct and define. "(Junior, Senior High School Admin.)" Johnson, Newlon, Pickell). Whether we feel that adolescence is a sudden flooding of the mental and spiritual life of youth - a veritable Rebirth - or whether we consider that the oncoming is a gradual mergence of the child-life into the period of preparation for youth and of youth itself, no one nonnected with these periods of growth, but must either frankly face the situation that differences in the periods do exist, or spread his knowledge over a crater trusting that life will result. There is a too big a margin, however, for an eruption that will scatter the seed to the four winds, sear it, or blight it. Indeed we must know our charges appreciating their critical changes of physical, mental, and spiritual phases of passing to the threshold of womanhood.

We get our girls at two different periods-the sloughing, if one may term it, of childhood; and the entrance upon youth. At the opening of school, there appear at our doors, children out of the sixth grade of the grammar schools of our city and outside districts. There also appear the graduates from the

grammar schools. All have but two things in common—they have decided that the Girls' Latin School is the best place for "preparing" for college—~~that~~ the burden of education is now placed—it becomes the duty of the teacher to get these entrants ready to pass any requirements that a college may make for their admittance. Otherwise there exist the most varied characteristics. To mention one physical variation since the physical has, as far as we know, at least an indicative value in conclusions on adolescence, there is a difference of thirteen inches between the tallest girl of the sixth class entrant this year and the shortest girl, and eleven inches between the tallest and the shortest in the elementary graduate group. In many of the cases of considerable difference in height there is the physical difference of maturity.

It would be presumptuous to discuss the effect of this vital change in the life of the girl, without any more scientific study than the writer has made. Yet it seems stupid not to take any more note of the situation than we do. In all the years of teaching, in the various efforts made for an understanding of the girls' needs, nowhere has the writer met with more genuine gratitude from the parent ^{than} as when she made the effort frankly to meet the situation. Suggestions as to school work, to the carrying of the books have been met with, "and do you really note the condition?" "How fortunate for my little girl?" How unfortunate, has come the thought, that each girl, at entrance, has not had her condition taken well in hand by the teacher through a sympathetic and intelligent interview with

the mother, at least.

From a more or less scientific division of adolescence then, our sixth class is at the pubertal or transitional period, for the most part, although it has a good many who are yet in the realm of childhood.

Broadly, the chief characteristic is "squirminess" of mind, if one may say so, as well as of body. The "wave-motion" of this stage, maintained at least one of the teachers, is the most fatiguing of the elements in teaching girls of this group. Yet there is a spontaneity, a whole-hearted joyousness, an alertness to the promise of interest, a loveableness, an appreciativeness that compensates for the restlessness, inability to concentrate, or that infinite call of "Give-Give" which comes from the very heart as well as the mind of this girl a-tip-toe on adolescence. "And make it interesting" is her concomitant slogan. "Coat it with chocolate. Sugar it," she fairly coaxes. Then she turns and demands opportunities for doing things herself. She wants to take her English and turn it all into stories and plays. She will dramatize the most prosaic of truths—even the change of seasons, latitude and longitude. Grammar is a well-spring for this omniverous dramatist. In History, never did the Dred Scott decision mean more than a wilderness of words, until the class was given the subject to "play." When the girls had arraigned the prisoner before judges, permitted a discussion, entered the plea of the prisoner, etc. the class some time later on a question bearing on the significance of the event and the issue involved totalled nearly one hundred

per cent correct. Reality and imagination seem never so intermingled as at this stage-certainly it is the last stage of such intimacy. Nothing is impossible! The pride of being with the older girls is intense, who in turn look upon them both as incorrigible infants and glorious babes. They are embarrassing in the confidences they make and call for. They adore or detest a classmate, a teacher, a lunch, a book, -indiscriminately. Yet it is their very demonstrativeness and enthusiasms that keep the chalk-dust from gathering too thickly on the teacher's soul.

Physically, the period is in a sense, one of "watchful waiting." It should be that for the school and teacher as for the home and mother. It is a time requiring close cooperation-the closest, indeed. The lower-toned key into which the lives of some of the girls seem pitched at this emotional stage is in no small degree due to the advancement made physically.

The last ten years have seen perhaps a greater interest and attempts at ^{an} adjustment to meet the intellectual requirements and interests of this age than of any other period of formal education. So we have come to recognize that this is a time for habit formations, for knowledge acquisitions. There is a peering, as it were, into every avenue of life and thought. Interests that seemed satisfactory are broken up. There are mental hungers that must be fed. Books have a powerful lure, especially when they explain or clarify the problems of the present and its surroundings. The need here is for definite imagery as for clearness in comprehension. Yet it is a mistake

to assume that the best knowledge and clearest comes from the written word. It is the out-of-doors that open up "books in the running brooks." And at no point can the English work receive more vital aid than in the field lessons so-called. Real trips, for real purposes will yield a store of material that can be tapped the year through. The trip beyond the school limits, the "historical outing", the "Literary Pilgrimage" leave traces long after formal learning days are over.

Our fifth class carries on to a degree the physical, mental and social awakenings and interests of the previous group. Nevertheless, the grip of experience has begun to tell - the life effect and the effect of the formal training we have begun. There is a natural and unnatural stabilization, that shows the girl's attempt to adjust herself to the responsibilities and discomforts of the early teens.

The girl shows a shifting of interests, a deepening of feelings and an awakening to the viewpoint of the "alter" rather than the concentration on the "ego." More and more she looks for an introduction to the real life of her community, to the real interest of the adult world surrounding her; the civic organization that held emotional appeals to her some twelvemonths ago, has now a deeper meaning. Her memory is still a sort of omniverous one - easily worked, easily interested, easily delivered of its store. She can wait for the results of an activity much better. Her personality, as her whole moral and spiritual strength depends on the application, the concentration of her interests, the intentness of action, and the

ultimate success toward ends that seem worth her while and justified for her needs. Possibly it is not overstating the case for the girl to say that the periods of indirect teaching are fully as effective in her development as the periods of intense directive guidance. In other words, there is a demand, an inherent need that the girl be allowed to carry out, to form and prove problems that occur to her with no other help than that which she herself asks for toward acquiring the necessary information which will help her in the solution of the undertaking.

For a girl who has been two years in the school, there is a certain ease and advantage that she has over the girl who comes from the grades, that is sometimes amusing and sometimes pathetic. For the girl who comes from the grades has adolescent problems to attend to, that require a whole soul's adjusting. The entirely new environment, the new methods, the new personalities to which she must adjust herself, the new subject - all are extra burdens that she must bear at a time when her efforts are necessary to get acquainted and attuned with her own individuality. It is little wonder that the mortality amongst these entrants is at times, judging by figures alone, rather startling. Much has been written on the inwardness and the raw outwardness of this girl. One is tempted to say that everyone is right. For no one can be with the girl at this, as in her adolescent awakening, without realizing the constant changes, the new manifestations of the self - a variable

quantity at best; the need of letting the teacher be taught, if wisdom and understanding be heard at the gate.

For the girl who has been with us, as well, however, as for the new arrival, some general common phases, do assuredly exist. There is an obvious^u self-consciousness, a looking inward, a questioning and a weighing that require all the depthth and experience and sympathy of the teacher to utilize for a normal, flowering and growth. It is a remarkable period for what someone has called "the holding of private theatricals." These mental seances may be of a spiritual nature; they may be cast in that glorious land of Spain where castles and guitars and fine grandees, and adulation and renown, and adventure, and reward all take the place of the everlasting grind of rules and books. A little time for this gorgeous Land of the Make-Believe is essential. But of untold importance is the arousing of interest into the here and the now. One has but to meet the eyes of this fourteen or fifteen year old girl, to know with a thrill^{that she is giving her of the staff of Life - or with an equal thrill} though it may be of dismay, that she is feeding husks to a hungry soul. The awakening human individuality is uncanny in sensing hypocrisy or sheer formalism. One must keep the day alive with dynamic learning and doing and being. No matter what else we succeed in or fail in, we must be lavish in giving opportunities to form correct ideals, lasting ideals, in personal responsibility, service to the community, the state and the nation - to the world and its people; Selective as our school may be, it is nevertheless growing more and more complex, if more and more

democratic. The call is on that account becoming more insistent from year to year to supplement every form of agency in the making of the individual a contributing member to society, a helpful, healthy personality in the home, a critical judge of the value of leisure. Ideals - standards these we must make real and vital.

Given an opportunity, the imagination at this stage is one of the teacher's greatest aids in character formation. Specifically, in the English work alone where we are placing the emphasis on skill and knowledge we are in danger by a too literal demand, by minutiae of detail, of stunting this our greatest agency for a worthy use of leisure - the creative imagination. To write for the movies, became a regenerating influence upon one girl whose head seemed turned away from all that school and teacher, as well as home, stood for.

The shouldering of the intellectual and social burdens of development has seemed task enough to the high school teacher. All along the line we hear, however, a new note, "If education is to become a real method of democracy it must contribute more than the purely intellectual and social aspects of personality.", and "We must build on the child's endowment and his craving for objective ideals and by idealizing the State as a moral institution may the school find its fuller social justification." Again "It will be for the school of the future to lay at least as much stress on the arts of self-expression as on the acquisition of knowledge, and to ensure that aesthetic feeling shall pervade the community."

(Junior and Senior High School Administration" Johnston, Newlon and Pickell.M.W.Keatings quoted therein.)

If all these duties and more are ours, it becomes increasingly an essential matter for the teacher to be fully cognizant of the charges in her care. There must be not only a knowledge of the adolescent characteristics, but a genuine belief in the adolescent and an enthusiastic support in its struggles. It is because of this belief in the question and its bearing on the English element of our problem that this detailed discussion of adolescence in its early stages has taken place. It is eminently true that at present one cannot safely recommend reorganization of administration of the school on the basis of the above characteristics. But the difficulty should be overcome in time. At any rate, if a lack of knowledge of the girl and her needs, is the fundamental reason given by educators, it does seem that where an opportunity for examination is given, it is but fair to the girl that some evaluation of her needs be considered on that basis rather than the basis of custom or tradition. It would, therefore, seem that an attempt at service might be made when the new classes arrive, that we divide these girls into sections more nearly conforming to their mental and physical ages than on the non-committal, alphabetic basis.

The last three years of the school contain the adolescent girl, as the term is generally accepted. There is, to be sure, still more or less of a division on the basis of this characterization. But for the most part we are dealing not

with the late adolescent nor the earlier stage thereof. This girl is at the "age of discovery", (Hall,) (Kirkpatrick). She looks out upon the world and finds it good with God in his heaven to help us see that "all's right with the world". Whether her power for reasoning is a sudden development or a slow growth she has far greater command of this power than ever before. She can handle a wider range of thinking, a deeper delving therein. What has been abstract, no longer seems that, but has content and power to attract. General truths have a new appeal. But there is the usual anchorage for the girl of this age, the artistic and literary. Her memory discards very easily, but retains what it seems to need for practical purposes. Exact reproduction is no longer attractive. If youth is "the hope of the world", it assuredly becomes our duty to see that these girls with their newly awakened sensibilities to their powers, with their craving "germinal knowledge and needs to to see large surfaces" (Hall-"Adolescence"); with ability to judge of acts and differentiate motives, with interests and desires for participation in the adult world - it surely behooves us to give them insight, ideals, basic standards, for civic virtue, for moral judgment, for personal responsibility, for a sympathetic outlook, as well as a broad vision. The old drill methods cannot suffice. It is the period "for storing into the subconscious self" advises Hall, until there is a sort of sinking fund, or an irrigating channel for ideals and aims that will enrich life to the end of the road.

Irving King in "The High School Age" has many

helpful words in this connection. He points out that this period moves with the appeal of "to thine own self be true". For youth has emerged from the animal-like crossness of pubertal years and begins to think of his social relationship, his duties, and the rights and wrongs of his acts. "There is much intelligence in the curiosity, and a depth and significance to the world around. It is the "period for character building". Mentally it is the "golden age of sense". More than the preceding period, and for too many, more than any succeeding state does nature hold communion with the adolescent. It was only a disillusioned elderly man who called it all "a pathetic fallacy". Matter rather than form is now the focal point. The hand was nearest the brain, (Hall) in the pubertal stage. Now education calls upon the heart as well as the head.

Ralph W. Pringle, "Adolescence and High School Problems", considers "that the study of adolescence cannot be left out of account in judging of the worth-whileness of any system of secondary education."

Thorndike and Inglis would decry "the notion that maturity is the main factor in the differences found amongst school children". But after this and the statement of other findings, one can only agree with the last analysis - namely that there is not as yet a scientific body of knowledge on the subject. The statement that development must be considered with reference to the individual is necessarily true. But that the stage of physical growth plays no small part in that development cannot be doubted. However much these

various writers differ on the theory of adolescent appearance, needs, character and effect, there is no small agreement between Hall, Monroe, Thorndike, King, Inglis, Johnston, and others that there is the need, in the period of formal high school training, ^{of} a better knowledge, ^{of adolescence.} especially ^{that of} our girls. A concomitant suggestion then appears—that as we have done with elementary education we shall eventually have to deal with secondary. We shall have to experiment, gauge our findings, make a reorganization on the basis of the child's needs, characteristics, and community ideals. That adolescence will play a full share in such a study of the girl, no one need fear to predict. As one who has worked with girls throughout the grammar grades, the high school age, in and out of school, it has never seemed possible to discuss the girl's work until there was some knowledge of the girl's stage in adolescence.

As a final word on the discussion of adolescent characteristics of the girls, the writer wishes to confess the serious breach of omission of that characteristic which even Prof. Inglis maintains seems ^{to make} its appearance at this stage "with a dramatic onrush", namely, the sex instinct, and which many writers consider makes up the web and woof of the adolescent pattern. In all truth, the omission cannot be made with impunity whether one considers the development coming on with suddenness or by gradual degrees. It is to be reckoned with, and at no point more than in the course in English. For all that, it has been felt, that in ^a one-sex school, in a more or

less selective group, with the especial home and environmental advantages, the element of sex may perhaps need less emphasis here than anywhere else. Yet because English is replete with its influence, one has a thousand opportunities to suggest the interpretation of the love that cleanses the heart and purifies the vision. But at any point where one notices the furtive look, the meaningful or meaningless giggle when reference to any form of the love element comes up, it seems a thousand times more worth while to be human in the situation, to show an appreciation, and some understanding thereof, rather than remain aloof or deaf to its existence.

D. The Subject Matter of the Curriculum in this Study

I. The Course as Outlined by the School Board

It may be well to insert at this point the method of naming our classes, which is sometimes confusing to those who are familiar with the nomenclature of the regular secondary schools. Children who enter from the sixth class—whether by examination or by admission by card—form our Sixth Class. Promotion goes to the Fifth Class. The next year we receive the eighth year girls from the Grammar Schools who form the Four B class, while the girls who have been in school through the Sixth and Fifth Class form the sections of the Four A division. Beyond that is Class Three B, and Class Three A, Two B and Two A. The graduating class with its various sections by now intermingled, forms the First Class. The "A" sections invariably mean elements which have begun in

our sixth class, the "B" divisions refer, in general, to the girls who have come from the graduating classes of the grammar schools.

In the course of study as outlined by the School Board, there is an option, to some extent, of the amount of time to be devoted to English. The Sixth and Fifth Classes, for example, are permitted from five to six hours per week. The Fourth Class may use four or five; The Third, three or four; the Second, four, and the First, four. The "B" divisions are given five periods in the Fourth Class, three or four in the Third, four in the Second, and four in the First. The average length of time for a class period is forty-five minutes.

The subject matter as outlined by this course gives the following for the Sixth and Fifth Classes:

1. Reading aloud and silently both prose and poetry from the authorized text-books and the supplementary reading of the seventh grade of the elementary schools; also from books from the school and the Public Library.

2. Committing to memory and reciting choice selections of prose and poetry.

3. Oral and written compositions on subjects suited to this grade, including some practice in taking from dictation, in making abstracts, and especially in letter writing.

4. English grammar.

5. Spelling, punctuation, the use of capitals and abbreviations, taught either in separate exercises or in connection with 3 and 4.

6. Penmanship

The first note of the college entrance requirements is heard in Class IV where the directions read: "Reading of some of the books in the lists set by the colleges, with others taken from the authorized, supplementary reading, and from the school or Public Library." Further requirements in the course repeat the directions for memory work; recitations of choice selections of prose and poetry; of oral and written work from authorized manuals. The same general directions are given for Class III. Class II further emphasizes the college requirements by adding to the work of the Third Class "Reading and study of one or more books set by the colleges for study". Class I is given the "Reading and study of the books set for that purpose by the colleges, with parallel readings from available books. Committing to memory and reciting choice specimens of prose and poetry. Study of the English literature. Oral and written composition, with the use of authorized manuals of composition and rhetoric."

II. The Course in Operation

The actual operation of the course involves some changes in the time schedule. For instance, Sixth and Fifth Class English receive five hours of the curriculum time - three prepared periods, and one unprepared. The Fourth Class has five hours - but no unprepared recitations. The last three classes devote each three hours to English - all lessons prepared.

The subject matter of the curriculum, it is easily seen, is broadly stated in the Boston Course. This permits the school to keep close note of any changes that may be made in the requirements for college entrance and to place the emphasis on the new needs as they arise. We do not, as a rule, look for any vital curriculum changes unless one of the North Atlantic colleges, especially a woman's college, should announce a radical change in policy. As announcements are made several years in advance, the school can proceed on a curriculum without veering from a course for an equal number of years, broadly speaking.

It may be worth-while to give our course of study in detail. At this point, however, a general description may suffice. From the Sixth to the First Class, there is one aim underlying the study of English in our school - but to be just, and inclusive, there are some subsidiary aims. Nevertheless, the all-absorbing one, naturally, is to fulfill the function of the school. In a sense this is interpreted by the results of the examinations set for entrance into college. From the first lesson to the final lesson in the school - a point it is hoped will be brought out later - there is a spirit in the school that is of the elements beyond and above examinations of all kinds. It is but fair to the men and women who make up its faculty, to acknowledge its influence. On the other hand, in a strict accounting of our being, it is essential to consider that which does motivate our work all along the line. The Sixth Class is, therefore, put

through a drill in English grammar; sentence structure; written tests thereon; outside reading and reporting thereon; class reading - such as Bennett's "Master Skylark", Shakespeare's "The Tempest", Dickens' "Christmas Carol", Longfellow's "Evangeline", and Whittier's "Snowbound". Our memory work is based on our reading in the main. There is a rigor and an exactness which we attempt in the whole treatment of our English work that leaves little room for the consideration, in the English course per se, of much beyond the need of preparedness against the requirements of the next year. That next year calls for an equal, thorough grinding in the elements of grammar; in the recognition of all things that partake of the structure of a sentence. Punctuation that was started in the previous class is carried on at this point. There is an attempt made to distinguish composition - placing the emphasis on narration and description. We have begun some work with language as a form of art, especially through the figures of speech. This, too, is continued. In both classes we do make an attempt to put in work in oral composition that shall meet with the requirements and illustrate the principles we have taught. Memory work too, is here, based on our reading. The reading here is from Shakespeare's "As You Like It" - Greek Mythology; several selections from "The Sketch Book", notably "Rip Van Winkle", "The Legend of Sleepy Hollow", and "Westminster Abbey", from which we have prescribed some ^{more} memory work.

In both these classes, the spelling work is taken from School Document No. 9. A bi-monthly book report from a list assigned is also required.

The Four "B" English is one of the most vital places for the building up of our English program. Here is where we see the results of two years of grammar drill, etc., when we compare the new arrivals from all over the city with our own girls. It would be an uncommon impertinence if no recognition were given of the other characteristics that the grade girls bring to the school, even in the subject of English. Many of them, for example, bring a womanliness, an independence, a curiosity, that is decidedly refreshing. They show that they have been through some very worth-while experience that for the want of a better term, may be called "socialized training". They have had a nearer first-hand view of life, somehow, than their sisters who spent the two years with us. Many have, however, barely gotten an idea of the structure of the language of their land. Grammar is a sealed book. But the National Conference on Uniform Entrance Requirements in English calls for "instruction in the practical essentials of grammar". As no two people have yet agreed just what are the practical essentials of Grammar, it becomes necessary to give a full course thereon. The rhetoric takes on a thorough training in the elements of the composition as a whole: its method of development, its principles of unity, coherence, and emphasis. We take up the paragraph as a unit, its various kinds of work, its principles

in some cases, the results have been very good. The results have been very good in some cases.

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of unity, coherence, and emphasis, the coherence between paragraphs, and the methods of developing each kind of paragraph. The sentence work takes up the various errors of unity and coherence, the digression, the bad "loose" sentence, the matter of number of ideas in a sentence, etc., and the test for unity. The work in the coherence of a sentence involves here the faulty use of personal pronouns, the "dangling" participle, the squinting construction, etc. We continue with the figures of speech and the rhetorical effects that are acquired by the loose, periodic, or balanced sentence, the long and short sentence, and the general effect of each. Punctuation drill goes on; so does some work in spelling. The class reads in "Cranford", "The Odyssey", and the "Lady of the Lake". There is a good deal of memory work. Book reports on the outside reading are carefully considered. In the composition work one must not omit the letter-writing, as well as the serious work of description and narration.

If language structure may be considered the keynote of the work in the Fourth Class, the work in the next three classes may possibly be considered as the literary analyzation or construction, both from the composition as well as the literature of the course. Bi-Monthly period, Class III, is indicative. In November and December, our course calls for the following:

The Novel

Definition; structure, introducing complication, rising exciting force, crisis, resolution, falling action,

tragic force, culmination or catastrophe, conclusion, and also the meaning of the following terms: movement, situation, incident, event, scene, episode, foiling. The plot: teaching single action, relation of main plot to sub - plot, motivation, point of view. Setting: historical, geographical, social. Characters: classification, development as individuals, methods of presentation. Purpose. Style.

Novelistic qualities: kind and extent of subject matter, concreteness, complexity, humor, ideality, force. Individuality of the author.

Texts: "Silas Marner", and "A tale of Two Cities". One may be used for supplementary reading and book-report.

The oral composition calls for specific drill in conversation, answering questions, explaining and giving directions, reports. (Emphasis to be placed on good delivery).

With equal thoroughness is the study of the drama undertaken in the first bi-monthly period.

The first bi-monthly period for Class I is the following: Composition, argument and persuasion: teaching difference between opinion and fact; evidence, circumstantial and testimonial, direct and indirect; induction and its fallacies; deduction and its fallacies; relation between induction and deduction; argument from antecedent probability, example, including analogy, and burden of proof. A long argumentative theme is called for; a book-report on the novel; briefs of each speech studied under literature. Literature: Macaulay's two "Speeches on Copyright", and Lincoln's

"Cooper Union Address", or Washington's "Farewell Address", or Burke's "Speech on Conciliation with the American Colonies". Memory work is assigned throughout all these classes. Selections for study and reading are chosen directly from that which the College Board prescribes.

Class II devotes three bi-monthly periods - nearly six months, to a consideration of exposition in composition, two months to narration and description. The rest of the time to review.

III. Correlation of our Curriculum

No one element of school administration, is receiving today more thoughtful and careful scrutiny than the subject of the curriculum of a school. It has fairly become, an axiom that each part as well as the entire curriculum must have a justification. Ours is writ large in the opening statement of the Course of Study of the Boston Public Schools and is motivated, so to speak, by the need of presenting our graduates before the College Entrance Examination Board. This Board, it may be noted, consists of the president or an authorized representative of each participating college or university and of representatives of the secondary schools. Representatives of the secondary schools are appointed, in such manner as the association choosing them may direct by "The New England Association of Colleges and Secondary Schools, and the Association of Colleges and Secondary Schools of the Middle States and Maryland." The ratio of secondary school representatives to college representatives is of interest. Quoting again from the "College Entrance Examination Board-Examination Questions" published by Ginn and Company, we read "Each Association may appoint one secondary school representative for every three colleges and universities that are members of the Board and represented in such association, provided, however, that one representative may be appointed on the admission Board of one such college or university, and provided, further, that the number of secondary-school representatives appointed by any one association shall in no case exceed five." Thus we find eight from the secondary schools and thirty-four from the colleges and universities making

up the Board.

The record of our school in achieving success before this Board speaks for the close correlation between our curriculum and the requirements as set up by this agency. We are necessarily amongst those schools that "cling to the traditional college preparatory curriculum." If time has anything to do with casting a worthy influence over a tradition, our curriculum has the advantage over any of the experimental courses that are now coming to the fore in all discussion of the service to the republic that the secondary school should contribute. Horace Mann, Theodore Roosevelt, Dr. MacAndrew, each in his way has emphasised the fact that our education is in the main, an inheritance, an importation, a "child of European aristocracy." The secondary school aristocracy "was created for the purpose, as has already been pointed out, to provide for the cultural requisites of the boys. During the Middle Ages and the rise of the Universities, secondary education was turned to fitting for university training. The line of inheritance as far as our school is concerned, is unbroken. In the answer to the Brooklyn Eagle's questionnaire "What is the purpose of our schools," some one maintained "that it was to introduce the child to the cultural inheritance." Whether we restrict this by interpreting the aim to mean - as Dr. MacAndrew insisted "getting the course of study into the child's system" is not wholly pertinent. The fact of the correlation is, however, interesting from its historical association.

Viewed as an element in training for service in the home and state, and for the conservation of the individual's health and abilities, the historical continuity is of lesser importance. If secondary education is the "bulwark of the democracy" how is our English curriculum contributing toward the development of the girl as a home-maker, a worker, a responsible civic member of the body politic, as an intelligent citizen in communal welfare? Is this curriculum training in the adolescent girl most economical methods for giving her skill, proper attitudes, and functional knowledge? From this point of view the correlation has its advantages and disadvantages.

IV. The Advantages and Disadvantages.

All discussion of these factors is naturally based on the assumption that the examination is the best human device for testing the individual's fitness for acquiring in college the further knowledge, skills, attitudes, power, training, ideals which shall fit the girl properly for taking her place in the home, state, and community. Without going into detail at this point on the merits of this assumption, we may proceed to an attempt to gauge the above correlation.

Possibly no one can state more fairly the advantages of the College Entrance Examinations to the secondary school, than the College Board itself. We can, therefore, read in its announcement the following statements of which there are seven. The first two, it will be noted, concern themselves with the make-up of the examinations; three deal with the advantages of uniformity; one with the convenience, and one of place with the economy of administration.

"The manifest advantages of the examinations," we read, "held by the Board are:

1. They represent the cooperation of the colleges and secondary schools in respect to a matter of vital importance to both.
2. They represent the cooperative effort of a group of colleges, no one of which thereby surrenders its individuality.
3. They are uniform in subject matter.
4. They are uniformly administered.
5. By reason of their uniformity they aid greatly the work of the secondary schools.
6. They are held at many points, to meet the convenience of students, at one and the same time.
7. They tend to effect a marked saving of time, money, and effort in administering college admission requirements."

There are a number of other advantages to the system which certain advocates have advanced - also based on the assumption that the examination is the best test of fitness of the individual. For instance, the examination, we are told is a compelling stimulus to the candidate for assembling and organizing his knowledge of the subject. The examination stimulates the course by setting a definite goal of achievement. It gives training in meeting the crises in life. S.H. Edmunds, Supt. of Schools Sumter, South Carolina, gives in the Journal of Education for April 5, 1923, some ten advantages of "the time-honored written examinations," some of which seem pertinent in this discussion. "A written examination, may give that pleasure which comes from a consciousness of the power of achievement." Nervousness, may,

he argues, "be a result of mental incertitude as of a physical defect. If examinations are properly conducted they enable a pupil to use selective judgement, clearness, and conciseness of expression."

Credit to the system must be given by the English teacher in a matter which is now so self-evident that one can hardly dream of a time when the need required emphasis. Yet an examination into the curricula of these preparatory schools show clearly that they were all too prone to stand by traditions just because they ~~were~~ traditions. Preparatory schools had a tendency to remain static, to become a sort of eddy in the stream of educational development, and to remove themselves entirely from the needs of the life of the day. It was the college - Harvard College - to be specific, which through its demands and standards set for entrance, forced these secondary schools to begin, and finally to go the whole way, into the consideration of teaching the vernacular. Now that these college entrance requirements demand three major "units" in English, each unit representing, it will be recalled, one year's work in the subject, an equivalent to about one-fourth of the year's entire work - the preparatory school has received an impetus toward a new goal - a fetich, rather than a science and art, some would maintain. But English no longer needs any excuses for being, so to speak. It is a full-fledged member of the curriculum. Nor should one belittle the desirable state that has been reached by bringing uniformity into the require-

ments, and so avoiding the fluctuations that took place when each college was a complete law unto itself, in the matter of entrance requirements, and the secondary school had to play many "obligatoes", as Hall would put it, instead of but one.

The standardization of value of a "unit" in a subject has also been of great benefit to pupil and school.

A few general statements of the disadvantages may be in order, before the detailed discussion of these.

"The evil within the high school of a curriculum based on the college preparatory ideals is one that for many years to come will continue to limit its service." (Monroe). "The heart of education for moral, and social, and civic and mental is in the vernacular language and literature. It is the instrument developed by ages of conscious and unconscious improvement to answer more or less perfectly the requirements of modern civilization. The fashion that works down the grades and college entrance requirements are in a large measure responsible for this, perhaps now the worst case of the prostitution of content to form." (Hall). It is a "shop-worn" plea that what prepares for college best prepares for life.

"College preparatory work in English has never prepared for college. College men freely confess that they make no attempt to base their courses upon what the high schools are supposed to have done, and more significantly still, boys and girls brought up in high schools free from the domination of the college entrance ideal very frequently surpass their classmates who were very carefully pointed toward the

college examination." (J.F.Hosic) "The Bastille of Educational Bourbonism", is the term applied to the system by William D.Lewis (Democracy's High Schools). Dr. James L. Hughes, former chief inspector of schools of Toronto, is quoted as having said in an address on "Educational Ideals" (April 3, 1923) that "the entrance examination ideal had done more to degrade educational ideals in Toronto than any other evil." In the Report on "The Teaching of English in England" are these statements: "Purely external examinations in which there is no direct contact between the examiner and the teacher cannot be approved," and "Since the style of question set determines the method of teaching, examining bodies usurp the function which properly belong to the school." The committee went on record thus: "It is, we think, a real misfortune when examinations dictate the whole syllabus for a school." After giving his findings on the rankings made by students at Columbia and comparing these with the grades made at the examinations, Prof. Thorndike remarks, "It is a moral atrocity to decide the fitness of an individual for college by a system which, when required to work to a moderate degree of accuracy, is wrong 47 times out of 50."

More specifically, the disadvantages that may here be noted flow directly, in the main, from the very advantages set out. In the first place the theory of the advantage of organizing knowledge that takes place when examinations are the objective, seldom if ever, work out in practice. When

the examinations are standardized, as these college board examinations now are, it becomes a matter of getting "drifts" from published previous examinations. The mental attitude is bent to discover some unknown factor's expectations - not so much on the basis of what has been acquired, as what this unknown personality may require.

The examination as a stimulating objective is inherently so vicious a claim in any conception of education as a liberal, human, cultural agency for the development of the individual, as to need no more than a passing note. Is there any other equally pernicious element in education that can more often kill a future interest in literature, for example, as a field for the right use of leisure, than the examination?

If examinations really trained in the art of communicating thought, they would perhaps be justified, though all else were against them. But nothing in actual experience can prove this claim.

It is today a truism to say that a single examination does not indicate the true status of the individual, either in accomplishment or potentialities for college attainments. Here one may note that in spite of the improvements made in the marking system, the personal equation of that marker is still in evidence in the final judgement. To quote Prof. Inglis at this point, "The examination as conducted does not begin to tap the fitness of a candidate to go to college."

On the whole, if it is a scheme for keeping the

incompetent out and admitting the competent, records and sound educational opinion of those within the colleges as of those working in secondary schools under its restrictions agree that the method does not work with sufficient justice, soundness or exactness, to merit the time spent or attention accorded them. The weight and pertinency of these disadvantages bear with peculiar emphasis on the curriculum in English.

We shall now proceed to view the effect upon the teaching force and its student body of this course in English conditioned by College Entrance Examinations. The following division of the subject of the English course in a six year college preparatory school will deal specifically with this phase.

V. An Attempt to Evaluate the Relationship

1. From the Viewpoint of the Teacher
2. From the Viewpoint of the Student

The latter point of view was obtained from the girls of our First and Second Classes, who, it was considered, had now been in the school long enough to have a working knowledge of the course and an appreciation thereof with the accompanying power of expression of views.

The teacher's point of view includes a consideration of methods; of choice of subject; of the character of her work; her interest in pupil participation.

The expressions quoted earlier in this paper from leading educators of our own country and elsewhere, en-

courage the practical teacher to evaluate the curriculum she is handling.

Perhaps one of the most inspirational chapters in pedagogy of the day that the writer has come across is

that to be found in Johnston, Newlon, and Pickell's book on
 Junior and Senior
 "High School Administration". The chapter referred to deals
 with "Planks in a Party Platform". To quote from a relevant
 paragraph or two: "Teachers ----- awakened to a full
 self-consciousness of their power. With this they had become
 painfully conscious of their lack of an impelling ideal - to
 agonize in thought, to make this ideal articulate - to erect
 it into a flag standard around which in their deepest loyalty
 and devotion they could rally, for which they could put up
 their spiritual flag. It was their cry in the wilderness."
 "Teachers in this new serious frame of mind had become aware
 not only of the fact that the education they were giving had
 become too intellectualistic, literal, and superimposed, and
 that it lacked the social element, but also that they at last
 saw the warped emotionalism which school exercises were fail-
 ing to modify and to develop."

In this platform, or plank, rather, may be seen very
 nearly all that the college entrance influence has upon the
 teacher. Spiritualize our curriculum as one will, and it is
 quite safe to say that each teacher of the force is doing his
 and her best to do so, the outstanding features yet remain -
 the English curriculum is cramped in the vise of the require-
 ments. Not only does this grip hold the subject matter, but as
 a concomitant, it stretches over the method. The two lowest
 classes - the Sixth and Fifth - by chronological and physio-
 logical age are in the childhood and in the preadolescent

stage. They make the rank and file of the Junior High School, so-called. These children, by their age, demand of us a chance to investigate, to brouse, to dramatize, to try out problems, to read, read, read. We should have a chance to get thoroughly acquainted with our charges, their interest, their bent in power and expression, and in thought-getting. Theoretically, we have an opportunity for discussion with the individual pupil. We have the so-called "seventh period" - from two o'clock to two-thirty. But so great is the urge to instill subject-matter, that in practice, this period must be used for the "back-ward" pupil, without having a very real chance of understanding where the "kinks" may be. The Sixth Class girls are, for the most part, still at the age of "drill and inculcation." They revel in grammar rules, if ~~sufficiently~~ ^{sufficiently} coated with sugar. Their crying need in Latin, for understanding that words have a variety of functions, and that as they function they are named, gives them the positive urge, or motivation for learning grammar.

The writer has taken every English period allowed by the program and very nearly every Latin period, for two months, when she has had a Latin and an English section in this Sixth Class, and used the time for grammar work, and found the little ones interested and better able later to go on with their Latin, surely, and their English, too. But by the time they are in the Fifth Class, they are still immersed in Latin grammar, and that, together with their new stage of development, leaves them all but deaf to its attractions.

They doggedly feel that somehow in the need of things, they ought to know the subject. They ask for help, but there is no heart, no enthusiasm in it. Frankly, they no longer feel a real need of it.

The girl in the Fifth Class who wrote the following on the subject "Can We Today be Argonauts and Search for a Golden Fleece" writhed in the throes of its deadening hand.

"Like the Argonauts of old, we each must set out on a stormy and dangerous sea, the sea of Life. Our ship is made of good hopes, good wishes, and hopes for success. Life's sea has many pitfalls, into which the less fortunate of us fall. The most dangerous is bad companions they are like the wandering blue rocks they crush their victim between them till he is ready to yield to the boiling whirlpools of corruption and sin.

We may not all reach our Golden Fleece, but we may reach the next best-happiness."

At least it is different. The oral reading became a D when written on the board. *The teacher threw the text overboard.*

So ~~the~~^{sin} is, at the time of writing, building a ship, "Grammar", wherein we trust, in conjunction with a group of other girls, she will manage to bring back a little knowledge of the sentence, something of punctuation, and a word or two on capitalization.

Herein is an example of the teacher's need based on the child's need. With a course definitely headed for the

examination block, there is no time - a "shop-worn" plea, to be sure - but made in all seriousness, no time for consideration, and modification of subject matter and method to meet the child. Any socialized activities, which would enrich the child's English conception, give her an opportunity to utilize her community interests, and tie the whole of her school life with present experience and its vital needs, - of this, the teacher can but avail herself through a side door. As a classical school, we are preparing the child with might and main for the "future." Early in the process we affect the child with the spirit that the whole of the present is but a sort of preparation for that future. In the meanwhile, when that future comes, it is but ~~for~~ the present, after all. It puzzles some of us, and we wonder how much nearer a preparation for living these girls would get if we brought this "living present" with its needs, its aspirations, its very failures, right into our class-room procedure.

As matters stand, our main contribution, outside of strenuous endeavors to train the child in the way we think she should go, in the road toward eight or ten more years of "preparation for life", is to retard or eliminate her, with the conscientious belief, to be sure, that she is not an heir to learning. Whether that is a thoroughly democratic procedure, and the best contribution our splendid school, with its devoted corps, its worthy traditions can make to Democracy - that may be another story. The English teacher feels, however, that more socialization of her work, more reading aloud, in dramatic as

well as story form, more formal training after investigation, of silent reading power, more attention to the use of the hands in carrying out the work of the mind, would enrich the course in the interest of the child, as a child and as a future citizen. The written work needs this atmosphere keenly. English, as a medium of communication, calls for a far greater demand from within for saying what is pounding on heart and brain, than for precision and absolute correctness of expression. The experience of reality - the trip to the bluffs, for erosion and water courses; to the Fenway for weeds, flowers, river-bank construction, and a hundred other calls in the Geography can be utilized. Trips to the Central Library, the Art Museum, the Children's Museum, the Natural History Rooms - may seem unnecessary for our girls who come from homes in machines, and with parents very anxious to cooperate in taking children where the school would recommend. But whether the child comes from the seething home in the West End or the sheltered surroundings of Riverway, the child at bottom is the same. She wants to make these trips with her classmates and her teacher. She should not be made to take the time for this, one of the most generic and lasting forms of education, as an after-school effort, which takes away the time from the assigned daily home-lesson and other outside activities.

The English teacher of the Third and Fourth year Classes feels in her work that the criticism so often made

of the high school that it has steered further away from the child's interest than has any other grade, is peculiarly apt. It may be a gross injustice to the memory of one of the finest English teachers our secondary schools ever had; and an equal injustice to the English department of the writer's alma mater where she majored heavily in English - to say that when she was given the above classes in the Girls' Latin School, this teacher had to give herself a rigorous supplementary course in rhetoric. In frank discussion with other teachers in the department, the same experience proved the rule. Now, were it a time spent in organizing and devising a method that would be one thing. But the insight required into the technicalities of language structure - that gave a different view to the requirements.

This confession is not made lightly. Nor is the burden to be born a light one. Here are girls at that stage of adolescence when they are peculiarly in need of being taken out of the subjective self into the great objective world. They are adjusting themselves to new thoughts and experience. Standards, and ideals are needed. Aside from and supplementing real experience, there is no more helpful agency to direct and guide than an insight and love for good literature. Here they may come face to face with ideals, ambitions, conduct, attitudes, responsibilities, aspirations, courage, beauty, loyalty, service, high endeavor, sacrifice, failure. By the form as well as content the appeal may be

awakened. These girls may, indeed, receive the guidance for carrying on worthily through "faith, hope and love-these three." So will they be led to that wisdom, and understanding, and power to see faintly, but more and more clearly. "That what doth the Lord require of thee?" is but to "love mercy, to be just, and to walk humbly with thy God". We have new means for the realization of these old truths. Clearly, the teacher's duty lies in helping the language to interpret and contribute to these standards of Life. But, however, much we may idealize our course, however much we may "agonize" over it, we cannot serve the God of the spirit of Literature and the Mammon of examination requirements. The work is too narrow in scope, and the method is too exhaustive, literally as well as figuratively. In these years as in the next two, ^{it is impossible} for the teacher to do aught but eternally pull, instead of having the real worker's ^{pleasure} ~~duty~~ of the God's assignment "to put the shoulder to the wheel and push"; ^{it is impossible} to be a partner in the task, rather than an "autocrat of the Desk and Book."

"English language and Literature" the English teacher maintains, is indeed "the starting point from which education, viewed as ^auniversal, reasonable, and liberal process, of development, must spring." (Sir Henry Newbold's Committee on English.)

There are opportunities of training in the mind, in English, naturally. Perhaps, as some may feel, there are more opportunities here than elsewhere for this training. But the work should again, come from the need of the girl; be related to her experience; bear an interest in and relation

with the life she is actually living, than be motivated by text-book requirements and the necessity of examinations. No reason bearing on the life of today - for which we are presumably fitting this selective adolescent group, warrants the severance of that life and school experience. Yet we, as teachers of English, with a mind single, fixed on the examination theme - and the records of per cent's to face when the results are issued by the Board would be more than human, if we were not a party to building the fence around the school-life and making of it an esoteric influence instead of a pulsating force in the development of womanhood.

In the fourth class - the Four "B" we need a recapitulation of functional grammar - parts of speech, sentence structure, phrasal and clausal relationship to the sentence; and whatever may grow out of the needs of the particular group, no two of which are alike. These girls, are as a rule, very anxious to get all this because, like the little sixth class people, they too, feel the need from contact with the Latin. But all of this should be gotten rid of the first of the year. Beyond this point, we should not be made to force the work on the other grades except in a "Quizz Class," if there is a call for it.

The girls, in their teens, demand an outlook beyond the English text. The Odyssey dramatized - the costuming, the writing and rewriting of parts, the condensations, the eliminations, all this work which the writer could do in a special class untrammelled by examination needs she has

had no time for in her regular class. Yet the amount of good for affecting the whole English work, for arousing a "book" interest as well as an interest in oral and written expression, far surpassed her expectations. The written work the English teacher is calling for is both too much and too little, paradoxical as this may seem. As it does not emanate from the especial needs of the girls, and is *it* the result of text assignments and more or less dogmatic rulings of the teacher, it is too much. Considered from the opportunities that should come from reports on first hand experience, there is too little of work in communication, whether by oral or written means. Our expression, as well as our reading, is confined because of the standard based not on the interests of the girls, but on the requirements of the adult. Freedom for group discussion on books, plays, pictures, trips, would infringe on the advance to the June goal. But it might contribute to conserving the youth for democracy's needs with a broader cultural background, a deeper mental and spiritual outlook.

There is too much pouring in of ideas - too little chance for the growth from within. Kirkpatrick here has a pregnant statement "a distinct decrease in mental alertness and acumen is often to be observed in children after a few years in school. They are learning yet their mental development is being retarded instead of accelerated." Under a system of knowledge - getting from books, primarily, without differentiation as to need, this is held to be

equally applicable to the adolescent in English classes. This the writer has tested-and found good ground for the statement. The teacher feels at too many points that her work is entirely projected as a drill for preparation for an examination. Granting the best claims one may hold for the effect of such a test of power of the pupil, it falls far short as an incentive to the best that is in her of moral and spiritual worth. Petty criticism is indulged in long before broad-gauged standards in appreciation have been acquired. It all reacts on the teacher. Back in her consciousness comes now and then the question whether she is not, as Hall rather brutally puts it, "doing linguistic manicuring." She wonders.

Finally, and closely related to the above, comes the thought to the teacher who looks upon her English as the greatest asset in her power for liberalizing, ^{and} democratizing, the worker_s and mothers of tomorrow, whether she is not, in reality, a tutor in English, instead of a guide and leader to the well-springs of life and literature.

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It would be utterly wrong to say that the English teacher is purely a grind, a drudge in the beautiful Girls' Latin School. Perhaps she is the happiest teacher in the English corps of any secondary school. For she always has the opportunity to do much indirectly. Beside she can attribute her short-comings, not to herself, but to the curriculum. And she need not burden herself with the short-comings of the curriculum because she is the last one responsible for it. Further, it is, in this world of perplexities, a comforting thought, now and then, to be able to see the course with the goal just so far ahead. The very indefiniteness which her sister teacher charges up as the most unsatisfactory element in the teaching of her favorite subject has no such terrors for the teacher of English in our school. As one of these put it, "It is a satisfaction to have a definite goal toward which to teach."

Little has been said for the girls in the last two years of the English work because these girls will be allowed to speak for themselves in the following. The opinion of these girls was obtained through the familiar scheme of the questionnaire. The girls, as an English exercise, were asked to speak their minds frankly on "My Work in English". These four guiding questions were put to them:

1. English - is it your favorite or one of your favorite studies?

2. Which part of the English work did you find most useful?

3. Which part do you consider useless?

4. If you had to form a course of study in English, what suggestions would you make to improve the course?

There were over one hundred and fifty papers; consequently over six hundred answers. The questionnaire was "sprung" on the sections in a class period, so there was no time for consultation. Each girl expressed herself very frankly, and seemed to welcome, in some cases, the opportunity of saying something about this favorite or necessary evil - English.

English, per se, seemed in no cases thoroughly disliked. When it was not a favorite, it seemed to be due to an undue emphasis of some element of it - "three weeks on how to look up words in the dictionary" - or learning grammar rules, word for word. The subject was liked till high school - where the criticism in composition was so constant and sharp that she grew to detest the subject. There was a general consensus of opinion that what was of most interest to them was most helpful. In the first class there was a very general feeling that the subject was not getting enough time. These girls wished to read and discuss actions and motives and characters in stories. Not a criticism of the subject or method that the teacher had made but what some girl, somewhere in her answer, strikes a similar note. "It is better to understand than to memorize", one comment reads. "English must be the most difficult subject to teach because

more than in any other study, the progress of the class is dependent upon the inspiration with which the teacher animates it." Another along this line says, rather cryptically, one might say, "I think that English, more than any other subject, needs an interesting and normal person to teach it." And still another, "English can be made very interesting or very stupid, If a teacher gets away from bookish examples, of what she is trying to explain, and gives incidents that are true to every day life, I think that English may be made a very interesting subject. On the other hand, if a teacher merely gives the sayings of the book, the subject is very stupid." "Some teachers have the ability to make the study true to life. Others make it just book knowledge to be learned. Of the two, I like the former."

To discuss literature, and to "pick it to pieces," was very carefully differentiated. The one made it "interesting", the other made her wish "never to see the book again".

The rest of the discussion on the viewpoint of the girls will consist of an analysis by question. Then will follow typical records of a section of Class I and Class II.

Question I.

"English, as a study, when it does not require an over amount of original thinking, is a pleasant subject."

"Although English is the hardest and most complicated of one's school work, it is, to me, by far the most interesting."

"Prefers a foreign language because one does

not hear so much about it."

"School makes one see the need of study, for here one sometimes sees one of a different nationality who seems to know more about the English language than she does. It makes one see the need of studying further, for of course, one dislikes to have a foreigner beat him at his own language."

"Because I like English so well, I have become interested in other languages."

"I have never enjoyed it, and what I have learned is due to the strictness and ability of my teachers, rather than my own ability or desire to learn it."

"English has been fascinating to me."

"English has been my relaxation from Latin, mathematics and science."

"A necessary evil - but most important to me."

"English is useful and agreeable."

"Hardest study but I get most good out of it."

Question 2.

In this question somebody liked something of each item in the ^ucourse of English. Literature prevailed, however, Reading aloud came in for notice. Grammar had its adherents. Illustrating poetry made one appreciate and love it. One liked the classics because the girl is at sea amongst cultivated people unless she knows references. One would enjoy writing compositions - if she had a subject. Numbers ~~—~~ ^{to like} claimed to write of subjects about which they

knew something. It makes one realize that composition of a reasonable length, and within the power of the girl, is not a bore.

"I love reading, but the incentive moment takes away my joy. To read - all else is useless."

Question 3.

Here, too, there was at least one voice for each item of subject matter. A few quotations on the various items will suffice.

Grammar - "Well do I remember the nightmares where I was pursued by fiery gerunds, and thought I was escaping, only to run into the outstretched arms of a waiting conjunctive-adverb."

"I believe the mechanical recitation of multitudinous grammar rules is the bane of an English class.....I had a little pack of cards that had on the reverse side grammar definitions of the word written on the front. At the request of the teacher, we, as if she had pressed a button, arose and recited in toneless voices rules that meant nothing to us." The same student adds a last rather vicious stroke against memory work, in general. "The way memory work is presented is also an ever present curse."

But the next grammar comment touches forcibly a vital weakness in the "science" as it stands.

"The rules were long and complicated; yet this would not have been so bad if in the lower grades we had not, with great difficulty, learned them under different names!"

The next girl divides literature as a whole, from the classics, and says, "The classics are only a luxury. Progress is made through originality, and the main road to originality is through writing of compositions and noting current affairs of the day."

The following on the writing of compositions is significant.

"I do not think that any of my English study has failed to help me. Perhaps I can say that it did not help me to have to write up 'little incidents' which I have observed lately. I always hated it, for nothing worthy of a composition had ever happened within the limit of one or two weeks from the date of writing. I had to rely on my imagination. This pervision of truth into which was forced in my zeal for a good mark, no doubt had its corrupting effect on my morals!"

"It is very helpful to be able to argue intelligently or to describe accurately, or to typewrite stories or essays, and to debate well, but this ability is not gotten by studying famous examples and learning lengthy rules."

"Lengthy book-reports are useless and discouraging."

"One good English composition is worth five poems learned by heart."

This attack on poetry comes from the over-emphasis of unmotivated memory work.

"It is unwise to cram the mind with such a mass of words. If a passage is beautiful and inspiring, I find it more beneficial to search for the real meaning than to commit it to memory."

"The only part of the study of English that I find useless is the memorizing of long outlines. The only possible use that I can see for them is in taking the College Entrance Board Examinations. Still I think that intelligence and not memory should be the required thing in taking these examinations."

"I think it far better for a student to understand thoroughly some famous passage, than to have him able to repeat the words mechanically with no thought as to their meaning."

"Maybe", writes another, "poetry memorizing is necessary to train the memory, but if we find our memories failing, we should take some kind of a memory course," - which leaves little more to be said for the "transfer theory."

Question 4 - suggestions

An open-minded perusal of young girls' opinions and suggestions in improving the English course has a tendency to make the English teacher humble. For here she can find kernels of all the thoughts she has considered as emanating only from the adult mind.

For example, a girl in the second class discusses rules in punctuation. Although she uses non-technical language, she really suggests what the French have always done in teaching diction—namely, that there is the spoken comma, and the comma for written work. She concludes her remarks with, "Now I think that if rules where you would not be able to tell by the reading were taught more, and those that could really be assumed, taught less, it would be better. Burdening one's mind with rules I've always found troublesome rather than helpful."

"Many people who have no reasoning power can memorize. When such a person gets into college, she will find it hard to stay. Why waste time of the school on her - when she has no intellect?"

"I suggest more time for reading novels and less time for studying them."

"No English work has been useless - let us have more of it."

"If I ever had a say in the matter, my pupils would never write book-reports. I think by reading plays in school one gets an idea of the main features better than if

she spends hours at home writing a report on what she has read. I see no value for it after you leave school. If I could only dispense with writing book-reports, English would be a very interesting subject."

"It seems almost useless, if not absolutely useless, when home lessons ~~that~~^{are} are too long."

This long excerpt is practically the entire paper of the girl. It is inserted for the vigorous summary of suggestions and feeling toward the subject.

"English can be made, and should be made, one of the most interesting-if not the most interesting subject of the curriculum. But it is to very many pupils a very tedious and endless subject. The chief object of work in English, other than the fundamental one of knowing and mastering the language of one's own country should be to teach and guide the pupil in reading all the best of home and foreign writers. But more often it frankly scares the girl away from reading as a pleasure and a profit. In high school the story is plotted - the moment of interest, the climax is discussed, etc., but to what earthly use is the pupil to place this knowledge of the book? Time should be made in the high school to read and discuss a modern book-the most popular and worth-while of the year. Thus, by a comparison, the pupil will gain the power to discriminate between that which is good and that which is bad."

This same girl strikes a note that is as much a badge of suffering to the teacher as it is to the student—the marking system. She says, "The grading, also, is not precise. There should be standard grades to which every teacher should accomodate herself. For there is almost nothing more disconcerting to a student than to find this year's teacher more exacting than the preceding one and to find that work for which she was graded well one year, is practically nil the next. Every effort to make the most important subject in the curriculum more practical and inviting should be exerted."

The last selection is, after a fashion, a summary of what the various girls have said.

"Having always heard choice English and perfect grammar I should be disgraced if I did not speak and write grammatically. Upon my entering the high school, the English work assumed a more serious aspect." (This pupil gave an account of the bright, interesting work she had had in the grades.) "Naturally childish ways had to be cast aside and a more mature manner adopted. But did not this come on too suddenly? It was my happy lot that it did not. But I have known cases of 'my less fortunate companions', as Virgil might say. Work became heavy, hours of study, long. Among the tasks, the memorizing of long poems, the emphasizing of the minor details of an author's life, the record of too many dates, the adherence to punctuation rules in certain dictated passages, and the writing of long condensations of essays

seem to my immature mind unnecessary drills in English."

In the following analysis by section, the first is of Class I, the second of Class II. It will give a sort of bird's eye view of the attitude of the girls toward their English.

The Subject	Part Liked	Disliked
Literature. Through study of Oddysey became interested in Greek, which is now her favorite study.	Literature.	More attention should be paid to grammar - less to foreign languages.
Liked it, but has not been a favorite.	Literature most interesting, but composition most helpful.	No imagination, hence, cannot write narration. Wish I could become interested in reading.
English is most important in school and most helpful.	Literature interesting-grammar helpful.	
Really loves the History only of the English.	English literature. All helpful, if not entirely delightful.	Classics. But is hopeful- maybe there will be a reason for them later.
A joy and an inspiration.	Reading is best, but composition most useful.	Memorizing is useless.
Enjoyed English more than any other subject.	Book-report most useful.	Memory work, and with 15-20 pages on a subject!
Interesting as a whole.	Literature best - composition helpful.	Book-reports are the least helpful, as they are rushed through the night before.
Did not like it as it is difficult to grasp and to express ideas.	Reading most helpful.	Oral Composition.
"The English work as a whole extremely valuable to me. Helps me to understand other subjects better. Any English course is a pleasure for me."	Literature most interesting.	
English favorite through entire school course.	Composition, but literature most pleasurable.	

The Subject	Part Liked	Disliked
Fairly interesting.	Literature most helpful.	Grammar is not interesting, but is valuable.
Believes grammar is most useful, if not most interesting.	Composition most helpful-yet most enjoyable.	Grammar is puzzling and disagreeable.
English favorite throughout school life.	Composition.	Oral Composition.
Most beneficial, if not always appreciated.	Narration and Description.	Construction.
	Sentence structure.	Book Reports
		Memorizing.
Favorite study. Grammar most necessary. Literature most interesting.	Literature best liked.	Composition valuable, but parts lacking in interest.
	Literature most helpful	
Favorite study until exposition and argument were begun.		
One of my favorite studies.		

Comments of Class II.

The Subject	Part Liked	Disliked
Well-chosen. Likes it as well as any subject.	Reading books and discussing them.	Punctuation and grammar.
Never a favorite.	Composition and literature because one is all at sea in company of educated people unless one has a knowledge of classics.	Composition, except letter-writing.
Likes it generally because it is native language and acts as foundation for foreign languages.	Composition and literature. Has been able to get more out of a book since studying literature.	Grammar, useless and uninteresting.
Classes it as one of the most important subjects of the United States.	Grammar and composition most helpful.	Considers literature useless because one can't remember from year to year what one memorizes
Helpful but not preferable to other studies.	Grammar and book-reports most helpful.	Memory work is useless. Lots of things in other subjects train our memory, so we do not need so much poetry.
Very difficult but essential, and likes it as no one likes being thought uncultured.	Analysis of books, poems, and plays most helpful, especially in analysis of friend's character.	The composition of essays is useless because few of us need it in daily life.
Hard but helpful. Same girl complains at not getting enough of spelling.	Literature.	Grammar.
Essntial to a native.	Reading and book discussion, memorizing and writing short stories.	Dislikes grammar but finds it useful.
English as a whole not interesting. Spent most of time on grammar in Grammar School.	Literature most helpful.	Liked composition till high school when she was criticized so much that she became discouraged.
Useful but not likeable.	Literature. Helped to understand people and to make life more enjoyable.	Study of essays useless.
Chief means to acquire ideas.		Memorizing poetry is useless.
Has always enjoyed it.		Composition
The most interesting and helpful study.		
More time should be given to it in Grammar School.		

The Subject	Part Liked	Disliked
Useful and interesting.	Literature - has given me a broader view of life.	Memorizing long poems one doesn't understand is -- useless.
Most useful at end of school career.	I am not good in English, but it has been helpful.	Book-reports most useless. Is usually a nightmare of pages and pages of confused thought.
It is my poorest - but my most useful.	Grammar most helpful - literature most interesting.	Composition could be easily dispensed with.
My favorite.	Grammar most uninteresting, but most helpful.	I detest parts of speech, but I see a use in them.
More difficult than a foreign language.	Grammar and composition.	Writing of themes.
Interesting and agreeable subject.	Literature.	Burdening the mind with obvious rules, like most rules of the comma - are troublesome and of no help.
It is the hardest, but most good is to be had from it.	Grammar most helpful, but most uninteresting.	No part is useless, except perhaps old English essays, which we forget as soon as read.
Always enjoy the English period.	Literature is most helpful.	Have found all parts useful.
My best subject.	Composition most helpful, but not my favorite.	Sentence analysis is useless. Never used outside of school.
Some of the literature is very dry.	Grammar is most helpful. My opinion based perhaps because I like it best.	
Fond of it as a whole. Has become more helpful in late years.	Literature, unity, and coherence most helpful.	
English is rather an interesting subject - not as a foreign language is.		

Herein is evidence that English is not a one-unit subject. It is like all art, a modification of life, and far more than any other form of art, a reflection of that life in all its complex relations. The girls sense this. They do not need to be in college before they realize that there is practically no such course as "English." But there is English literature - hence some form of the art of the language; or there is some form of the language structure and its uses as a means of communication - hence the science thereof.... Then like all art and science, it has a body of writing concerned with criticism, its technique, and its historical development. This very richness of content is at once its glory and its despair, its appeal and its difficulty. These "minute" judgments of the girls in their attitudes, criticism, appreciation, and suggestions reveal the girl's grasp of this great agency for knowledge and culture that lie within the study. But they are not passive in the acceptance of the exigencies of the curriculum as designed to fit them to pass examinations. There is protest as well as doubt of its efficacy.

It behooves school and teacher to take note and face the situation clearly. Can we afford, as servants of Democracy, to make of its heritage of a thousand years and more - this English course - a Procrustean bed upon which the student must lie regardless of her stage of growth and development? It would seem that in our desire to serve our day and generation that we must consider the

girl and conserve her spirit of youth, and abide more nearly by her needs.

The following suggestions are offered with no sense of dogmatism, or finality, but with the hope that such modifications of the English curriculum of our college preparatory course will bring it more nearly in line with the ultimate purpose for which the founders of the Republic established these schools, and at the same time serve the needs of the public as it finds itself today. No greater fulfillment of both purposes can we make than the attempt to send forth our girls with ideals of right conduct, of sound judgment, of faithfulness, sympathy, loyalty, co-operation, and of enthusiasm to serve in her turn, as a happy, healthy, broad-visioned woman, her day and her generation.

F. Possible Modifications.

I. Entering classes should be aided in their readjustment to our school and course of study, ^{if} we spent some time in the very beginning on grading based on the physiological age, as well as the mental development of the girls. In English, there should be a period of personal stock-taking. The girls come from nearly every school in the city. Their courses are not all alike. Some come with a fine sense of appreciation for thought, some with a definite body of rules. It is not too much to ask for the girl that a closer meeting of her needs shall be arrived at, than can possibly be attained in a flat alphabetical arrangement.

The English course in the two lower classes needs enrichment from contributing subjects, such as these girls are in need of at their age - some handicraft work that would come from a drawing course; and contact with nature through work in nature study - not a text-science of Botany is here meant. Instead of two unprepared hours of English, at least one should be taken for some course in appreciation of form, of color, and activity where the heart, hand, and head work together. At innumerable points in the English course considered as a vital element in the all-round development of the girl, there is felt a thinness, a material lack of experience which should be supplied by these requirements of the girls of the pre-adolescent and childhood age.

The English of the 4 "B" classes should receive the same overhauling called for in the Sixth Class. In this way the teacher will acquire the knowledge of the girl that will enable her to take up the work at the point left off by the grammar school without overlapping, omissions, or undue emphasis on un-essentials. These preliminary tests, measurements, and personal interviews would do much to overcome some of the mortality that occurs in this division of girls, and make the English work more vital and intelligent. (For mortality records, please see Chronological Table).

From every source one hears criticism of the voice of the American girl. Not infrequently, the criticism is aimed at the New England girl. The next suggestion

is based ^{not} _^ ^{on} _^ the need for correcting the bad voice habits, but also because the English teacher unaided cannot give sufficiently of herself toward the socializing benefits of English - one of its most essential and most important contributions for making English the back-bone of a school curriculum. We need a teacher who will give voice placing, and training, and who will also be able to act as counsellor, at least in worth-while dramatic entertainments, directly correlated with the work in English. All our memory work could thus receive motivation and meaning.

A yearly festival, in which all the classes may be represented or a bi-yearly one at least, should be held. It is not meant that this should be forced on the girls as a tax. It should be an activity coming from the girls, and motivated by some real need in the school. One illustration will suffice. The class-party business should be more than a little class, close corporation event. It can be made to contribute to a living realization of the best that is in art, and for a socialization of the program and the school that will help to keep us all interested in the work because we shall correlate life and school work.

The entrants muddle along with home lessons for nearly a year before they get a grip on how to study. The brightest manage the problem in less time, of course. Nevertheless, a half-term of "supervised study" for these entrants would be a very helpful element in the attempt to adjust themselves to the new situation in all its bearings.

The English department should have a Year-Book, similar to some published in the New York high schools, for example. In this the minimum essentials in grammar, composition, literature and rhetoric principles should be placed. Much other helpful information relating to the ideals of the school, its activities, etc., might well be inserted. But such a little record would help to keep much of the teaching of formal English, at any rate, uniform. Terms used in one class would be available in the next. The complaint that grammar rules had been committed in one form, for instance, in one year, and found useless in that form the next year, would not arise.

English is the business of every teacher on the force, it has been said. Conversely, everything that all the other departments are doing is the business of the teacher of English. In other words, English should be the connecting, the humanizing touch in the entire body of knowledge.

II. Curriculum

Five hours in the sixth, fifth, and fourth classes is considered as the time allotment with an enriched program for the English department.

An English teacher should meet all her English sections of a parallel grade at least once a month, for general criticism, and for criticism of composition and the reading of the same. Inter-class English meets, too, ought to have something of helpfulness in seeing what is done by classmates. This grouping is suggested for economizing in time. An hour thus saved to a teacher can be utilized for individual

conferences.

The Third Class is greatly in need of ^afour hour schedule. The Second should decidedly have a four hour schedule. The First Class, if time must be saved, may be given three hours.

The aim in our school should be restated and and revised. At least the interpretation should not be literal. This business of preparing a girl to take certain examinations set by private institutions - ~~that~~ private institutions having the power to turn from the very principles that the founders of the Democracy prepared as pillars of its form of government - turning our great school into a Tutoring establishment, and makes ^{of teaching - a tutoring} ~~the~~ profession - a needy one, to be sure, but not a one functioning for the greatest work of preserving the republic - the development of its youth.

The greater aim would unshackle the teacher,. She could look upon her English with renewed enthusiasm and awakened individuality. Her pupils would become personalities, rather than candidates. Then ^{new} ~~the~~ methods could be instituted to meet the needs of the pupil; there would be time to instil genuine love and enthusiasms. For teaching would be with an eye single to the wealth of the subject in the service of the child.

Another curriculum point that is constantly made is teacher participation in the curriculum. It is going around in a sort of treadmill to revise a course like ours. For as matters stand, the teacher can only take as the foun-

dation of all her suggestions, what the extraneous body demands.

The head of the English department voiced this helplessness by saying that the course of study will be revised, but it will have to be revised in accordance with the new college requirements! She is taking stock of her girls, and finds that the originality, interest, and spontaneity have gone. What is the reason - what are the remedies?, are questions that are troubling her. But one cannot expect enthusiasm and originality, and interest - the very life-blood of freedom, when uniformity and preparation for examination goals are the rule.

Grade for grade, our curriculum bears these burdens. Too much grammar; too much technical details of composition; too minute a diagnosis of literature; too little chance for knowing the child's powers and interests; too much unrelated memory work; too slavish an adherence to text; too much home work.

The course of study in each grade to the First Class can be pruned down to functional ^{The extra} tissue. Time would then be left for these needs: reading in all American poets and the day's writers along every line of endeavor. Dramatization, and socialization and motivating drill would enrich the program - and be the motive power behind even grammar study.

The teaching load of Class III--II and Class I as at present organized is too heavy for teacher - and pupil.

To quote our head of the department, "We are too intensive. We need opportunity for more extensive

work."

The technique of the drama as the Third Class takes it is fitting for regular work of a dramatic critic. Judging by the confessions of some-even they have had no such intensive course in the science of play - criticism, The novel is equally done to the last iota of substance. The girl is forced to confess "That the intensive moment spoils all my pleasure in reading." It is not possible to run every department of the work with equal emphasis. There should be emphasis in the first half year on the one subject of literature or composition. Here it may be said that no two teachers agree on their power or liking for teaching these divisions of the subject. It should be made possible to give extra work to the teacher who enjoys grammar and composition work and interpretation to the one who enjoys literature and creation of form. If two fifths of the time were devoted to composition and three fifths to literature, the teacher of composition would thus receive extra time for consultation and marking.

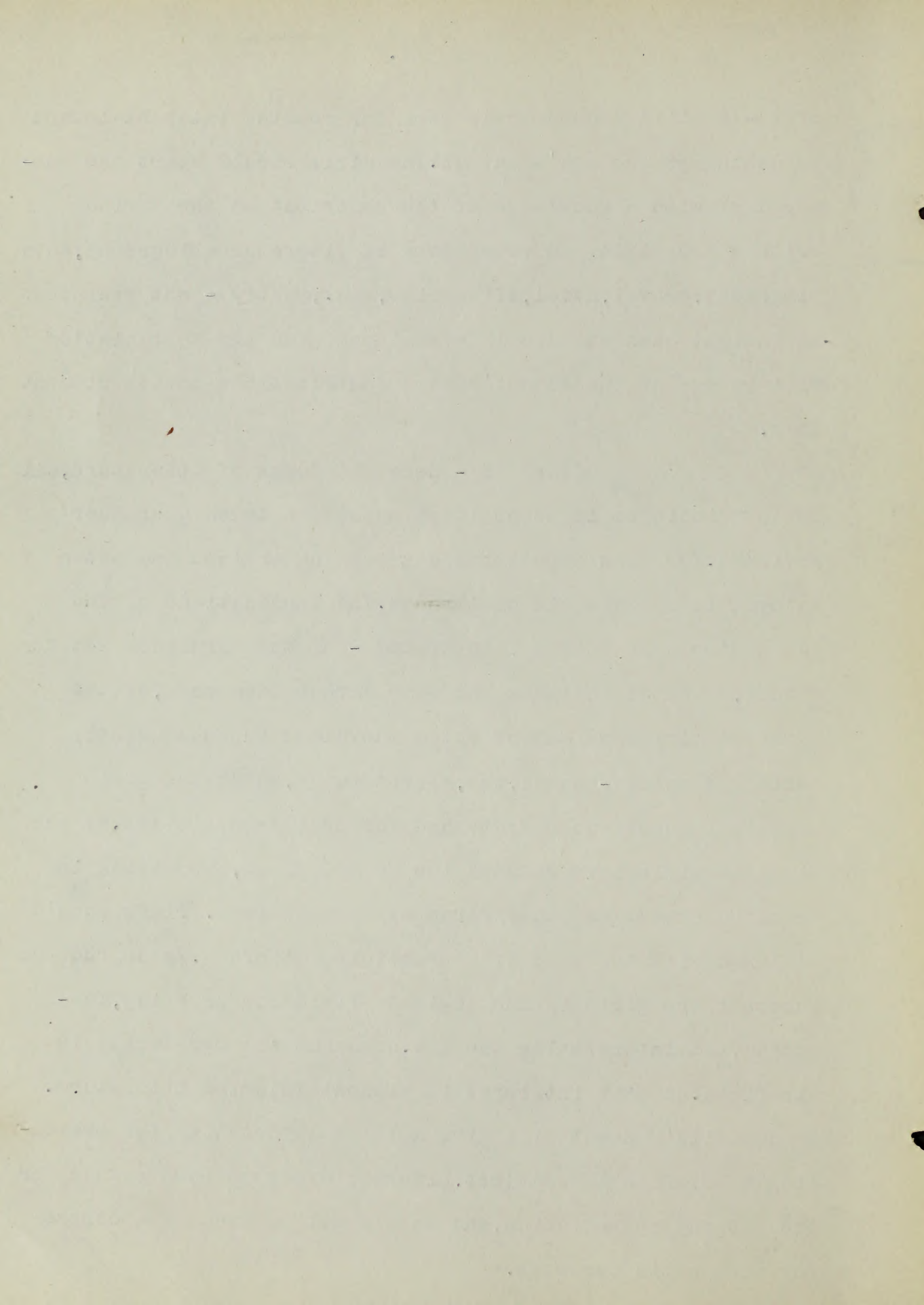
Less dogmatic teaching of rules and errors and their ways - regardless of the fact of the individual's ways - would give more time to oral work - the part is well assigned on paper but cannot be reached by the teacher in practice.

The last part of the year should ^{not} be left for general review. It is utterly useless for the same sort of review begins the work, in the following year. With summer ahead, the time had better be used for directing these girls

of 15-16 still around their peak for reading interest-toward something of the day's output. The girls should start the summer days with a knowledge of the contribution the various writers are making to every form of literature-biography, autobiography, travel, novel, allegories, etc., poetry - not excluded. An insight such as this into wholesome fun and appreciation will be one of the school's best contributions to its student body.

Class II - Here all forms of literature, all basic principles in composition should be taken up rather reviewed. For even exposition has been understood and often enjoyed from Grade six on ~~through~~. The explanations of the dance step - as it was illustrated - of the furniture set for a doll, of Scout insignia and Camp Fire beaded work, of the cake the girl made and of which the class munched quietly while listening - candy, too, except fudge, which the girls usually thought too easy to use for oral compositions, ^{have made} By the ^{principles} time the girls have reached the Second Class, exposition is ^{familiar} as old a friend as other forms of compositions. Briefs should be taken with the help of a practicing attorney. He or she can interest the girls in the legitimate field for briefing, law-making, and interpreting the law. Argument and persuasion is his field. He will interpret it without injuring Literature. A community's needs will give all the opportunity for presenting a brief on the subject. Literature should be a refuge for thought and appreciation, and should not be used as a corpse for diagnostic purposes.

The work in English in Class I should be organized on the elective system. Here there should be an op-



portunity for the girl with the creative imagination to join a writing division. Principles of magazine writing can here be contrasted with newspaper work, editorial matter, and feature departments. Motion picture needs may here be looked into. She may want to write for St. Nicholas or other papers. [Extra credit is given in Class V for accepted contributions to the school paper, or to the Scout paper, or St. Nicholas.] It is worth while to let a sixteen year girl start an apprenticeship in writing, if she yearns for that medium. There should be a Division for the history of the literature with dramatic glimpses into the "ancient Worthies", Chaucer and his English, when thus presented, has sent more than one ^{to} college student to browse in English at its source. There should be a Dramatic Class for interpreting the best of the plays of today as well as yesterday.

Senior Class English should be looked forward to as a reward, not a mere recapitulation. If Burke must be read, he will be enjoyed more here in a Reading Class than as a dark example of argument and persuasion. Altogether The Crown of the English course should be the senior year with ~~the~~ opportunity ^{for the girl} to devote herself to her most vital interests. In this way shall we contribute something to the understanding of the girl that English is not a mere examination hurdle; but a source of ideals in living, of having the best of times in leisure, and whether as a vocation or avocation ~~for~~ bringing one easily and quickly to a wealth of knowledge of men and women, of wondrous thoughts and great

deeds.

If in this year any girls wish to review the English course for the purpose of taking the College Board Examinations, a Quizz Club should be opened as an extra - curricula activity. From February to June, the club might meet. Each member of the English department should be ready to be called on by the head of the department for participation in these meetings, in some order. The burden of the examination will fall where it really belongs- on the individual^{girl}. Her greatest help will come from this open discussion in the forum, so to speak, and in a review of her own weaknesses.

III Tendencies Elsewhere

The west, has after several trials evolved a scheme for admission to college which Prof. Monroe considers within its field "the greatest administrative agency yet devised." Broadly it is a system of accrediting schools., but it differs from the New England method in several respects. It is in the first place composed of representatives from secondary schools and colleges, and secondly, it gets its information at first hand. The North Central Association of Secondary Schools and Colleges has a Commission of Accredited Schools. It is the business of this Commission to adjust the "unit" of subject matter in the high school; to serve as a standing committee on uniform entrance requirements; to secure uniformity in standards and methods of high school inspection; and to prepare and publish a

list of accredited schools.

The high school is inspired in this way to serve its community first. It is then assured that if this service is done ably and conscientiously and the student has fulfilled the requirements and standards of the school, college entrance requirements have been satisfied.

The system where applicants are accepted on certificate and no knowledge of the school is otherwise obtained - is likely to do an injustice to the school.

The Southern Commission on Accredited Schools is composed also of Secondary schools and colleges. It follows closely the North Central Association in its methods and practice.

The entire country is thus covered by an accrediting system of admission., with the exception of the north Atlantic states within the Association of the College Entrance Board.

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It would be hazardous prediction to say that the days of the College Entrance Board are numbered. Harvard's last ruling, however, cannot be ignored. And when the independence of the preparatory school is taken into consideration, and its service to the child and community are weighed, then there is no question but that the grip on the worst sufferer of the scheme, English, must be loosened. Finally, it is hoped, that these colleges will in the near future come to the broad understanding "That what best fits for life ought to fit best for college."

General Curriculum Principles

The state takes a very grave interest today in the work of its schools. Recently society may have done perhaps some unnecessary muck-raking of its great institution. If so, it is all because of the seriousness of our day and the increasing demand that the school shall do what nothing yet has been able to do - develop a fitting citizen for the preservation of the greatest of civic experiments - a genuine democracy. It is conceded that in the schools there is today the only standing army a democracy needs - its school children and its teachers.

(Miss Mellyn, Assistant Superintendent of Schools of Boston)

The curriculum that is to function for this need must take immediate cognizance of its material - the child. This modern curriculum must at every turn note, too, what it is that society is demanding. To quote Bonser at this point, "The curriculum represents the experiences in which pupils are expected to engage in school, and the general order of sequence in which these experiences are to come," and further, we cannot put off the life relationship for some future date. "The curriculum, we read, becomes the "projects inclusive of the essentials of race experiences and the helps necessary to engage in these projects with success and efficiency." From this view into the general principles of a curriculum, we realize that present day life together with the activities required by this life are coordinate with race experiences as fundamental sources for curriculum activities.

The objectives, finally, ^{of} the curriculum call for a program of health; for vocational development; for the civic, social, and moral needs; for inculcating the right use of leisure; ~~and~~ for effective home membership; and for giving a mastery over the tools of knowledge. The program turns to the child and makes him the central point for the right development of this learning which shall be useful to the state, the community, to the home, and to the individual. What is of interest to the child; what is he mentally capable of carrying on; what are his individual characteristics and what is likely to be his vocational tendencies - these must be the foundation for the consideration of the curriculum of today. Regardless of traditions, regardless of what we have been taught - regardless of what we ourselves have been, indeed, teaching, the principles of today demand that we delve deep into the broad life-streams - the child, the community and the state in which he lives.

A few topical generalizations of the curriculum might perhaps be stated in the following form:

1. No inclusion of subject matter except as it is of vital use in contributing to the objective of health; civic or moral concepts and experience and needs; of vocational ability; of effective home membership; of a rightful use of leisure; and for skilful use of the tools of knowledge.

2. Situations should be provided in the class-room for the development not only of knowledge but of "habits,

attitudes and appreciations" which will contribute best to the development of the above outcomes.

3. Provisions for individual capacities and development are inherent in the principles of the curriculum for our day's needs.

4. In every way possible that which is taught should be made to respond to a real and vital need in actual life situations. Whether the material is for a drill, or for appreciation, or for an activity in project aim, the ratio of interest between the purposeful activity so-called, and the mechanical drill should be properly adjusted. In each, interest must hold its own. For it is through this that the maximum of effort will most likely be set free. Stimulated work will, in other words, approach the capacity of the individual child.

5. Latitude to teachers is vitally important for carrying out activities in conformance to the needs of the child.

6. Finally, The curriculum should represent the participation of the teaching body, be flexible, and admit of variation to meet the needs of special groups.

We need to make a better adjustment of time for our subjects taught. Again we should restate our aims. This does not necessarily mean casting aside the entire purpose of the founders. But we can more readily adjust our aims and our day's requirements by more nearly meeting the child - rather than the requirements of an extraneous agency. Such

a step will immediately bring us to look for a different technique which will note values in lessons that hold problems or may continue in the concepts for appreciation or drill. In this way we shall soon eliminate subject matter that is obviously taught merely because it has been taught. The useless will be cast from the curriculum . We shall tend to see more clearly what our real goal is - the development of the child for participation as a free, active individual, self-reliant, interested in his work, with a mind trained to grasp essentials, sound in knowledge; able to think through a problem. In this way he will contribute to the welfare of his family, his community, his home and his land.

Purpose of English - Relation to Rest of Curriculum.

Nowhere does the curriculum hold the possibilities for this development, for service, for participation as a moral, upright, intelligent, able, enthusiastic, clear-thinking citizen as does this work in English. The need of communication of thought in written or spoken form is urgent to the child at all times. If given half a chance, he will make of the learning of English as a tool, a simple and interested scheme of work. The drill for correct usage will thus have a lever that will carry the child to improvement and power. There is information in English on every conceivable subject. It is through its great body of literature that we so often get that which is worth while in the life and events of men and society. Science and the great body of ethical teachings are contributing members to English and the medium through which to

come in contact with their teachings. An enthusiast of the vernacular may seem to overestimate the work and worth of the subject. But all that is unnecessary. The intelligence of any teacher proves to her in whatever her major interest may lie, that without a correct, clear, forcible, and logical use of the vernacular, much of her teaching is wasted and the students' powers hidden. Such a view misses the greater service of all of us. For, beyond the alpha and omega of the particular work of the day, is the development of character, of citizenship, of ideals, of appreciations, of understandings, of enthusiasms, of interest in sun and star, in children, in the out-of doors, in home ties, loyal friendships, and sympathy for all that is ^{within or} without our immediate circle. In this aim, English is the heart, the muscle, the very body and bone, indeed, the spirit, too, for developing the youth under our guidance.

The head of our English department, Miss Carolyn Gerrish, has given the following as her opinion of the purpose of English and its relation to the general principles of the curriculum:

"In the United States, the subject of English is fundamental; for through a study of literature, the student grasps in perspective the quality of character and the elements of citizenship that tend to make practicable ideal democracy; while, through a study of composition, he acquires the power to state exactly the results of clear and definite

definite thinking, English is, indeed, really the clearing house, not only for all subjects in the school curriculum, but as well, for everything a student knows or experiences, since it is chiefly in proportion to his mastery of English as a means of expression that a student can make himself a place in either school or community."

Conclusion

Nothing in our educational system would so vitiate the life stream of our democracy as to classify our children on a basis of income or social status. Beyond that point it is not too much to say that in a democracy which aims to develop each individual to the capacity of his power, differentiation along every line is but a help toward the fundamental aim of the republic. In this conclusion it is, therefore, again the aim, to emphasize the need of making such classifications as will be most helpful to the child in the interest of his own progress as well as the meeting of the aim of the school.

Briefly then to recapitulate the findings:

Entering classes should be separated in such divisions as will take cognizance of the individual physical and adolescent development. The girl's mental ability should be noted. Girls testing at 145 Intelligence Ratio should not be made to mark time with the girls whose ratio is barely 90. This does not mean that the writer advocates that the latter candidate be told immediately that she is not collegiate calibre and be invited to withdraw. The community supporting a million dollar plant has a right to ask that its offspring be given an opportunity to develop in this very school to her capacity, even if that is not the capacity of the girls whose name also begins with "A".

It is all but an absurdity to permit children who have not yet left ^{child} babyhood's days, and the girls who have already been ushered into womanhood to meet shoulder to shoulder the problem of learning. There should no longer

be the conception that the teacher's function is her concern for the intellect. On the day when society is making a frank appeal to the school to undertake the entire business of fitting the girl for life, the teacher cannot stop with the mental concern. For the good of the child as for the teachers' responsibilities, we must go the whole way and frankly meet the girl on the plane she stands.

G. Conclusion - *cont.*

Seven years at the Girls' Latin School have been years of living a school life filled with noble traditions, earnest and lofty conceptions of responsibility. It is a great privilege to be connected with a school whose guardian spirit evokes loyalty, admiration, clearness in thought, steadfastness of purpose. No one element of the school aims to contribute more to the ideal over the school doors - "Let thy life be sincere" - than the course in English. It is in this course, however, that the thought comes - school is not a preparation for Life; it is Life itself.

This conception is a sobering one to the teacher. For the more intense is her admiration for the school, the more loyal her attitude, the more she wonders if, in this day, the great heart of the school is functioning to its capacity in fulfilling the purposes of this Life of today.

In this study, that has been the major consideration underlying the examination of the course in English.

The conclusions have been intimated. It may be well, however, to restate the following. Our school is not in the current of the secondary-education movement as a whole. Yet there is a need of the community which it still may serve - the fulfillment of the principles laid down by the founders of the Commonwealth - "to preserve learning"

In that service, the greatest contribution must come from the study of the vernacular. But the service our English course might perform is hampered, at times crippled, by the drastic adherence to the requirements of the College Board.

For this situation we blame the colleges. The colleges blame us. It would clear the atmosphere, if we led in the proposition, that hereafter we shall devote ourselves to the consideration of Learning - in our own way, bound only by the consideration of the girl at her stage of development, and the need of direct service to the community. Here as a pupil she will not be made to lock-step. Here no teacher will be asked to help her in English who is not enthusiastically devoted to participation in the field of English. New methods will be involved in the consideration of this girl as the pivotal point of the English curriculum. We shall then ask the colleges to see our efforts; and on the basis of the girl's character, attainments, and ability, ask admittance of the candidate.

Freed from the entangling alliance - so little appreciated by either party - we shall, in our English course, more nearly develop personality, character, intellect, ability, with a view to an adequate contribution in the home, community, and state - thus, in a word, we shall more nearly pay our debt of service to the Republic.

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